DOCUMENT RESUME

ED 265 918 JC 860 090

AUTHOR	Taylor, Lyndon E.
TITLE	Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services.
INSTITUTION	North Orange County Community Coll. District, Fullerton, Calif.
PUB DATE	Jan 85
NOTE	123p.; Appendix contains small print.
PUB TYPE	Viewpoints (120) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Community Colleges; Economic Climate; *Economic Factors; Educational Change; Educational Planning; Educational Supply; *Educational Trends; Employment Patterns; Employment Projections; Enrollment Projections; Enrollment Trends; *Environmental Influences; *Futures (of Society); Prediction; Social Change; Sociocultural Patterns; Trend Analysis; Two Year Colleges

ABSTRACT

An examination is provided of the environmental, economic, and educational factors that will influence the courses, programs, and services of the community college in the future. Introductory remarks provide an overview of the future of the community college, detailing factors affecting the institutions such as the tax revolution, declining enrollment, student fees, social and economic changes, protectionism, state mandates, and the litigious nature of society. Section I is devoted to the environmental component, looking at population trends and environmental deterioration from world, national, state, and county perspectives; and examining environmental regulators and social implications. Section II considers the economic component, analyzing the consumer price index, index to housing costs, renting costs, costs of maintaining a home, current salaries in key industries, and the monetary horizon. Section III addresses employment levels and unemployment issues, and section IV explores the educational component. This section includes a summary of the analysis so far, selections condensed or excerpted from two major educational reports including "A Nation at Risk," an examination of implications for community colleges, especially the faculty, a discussion of the need for articulation with secondary schools, and definitions of 10 areas having particular impact on the future of community colleges. Finally, a brief postscript affirms the role of the community college in a changing environment. Appendices include information on futures planning, census data, and bibliography. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED265918

FUTURE-LOOK

An examination of the future of the community college from the perspective of the environmental, economic, and educational influences on courses, programs, and services.

Dr. Lyndon E. Taylor
Director of Instruction
North Orange County Community College District
January, 1985

JC 860 090

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. E. Taylor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FUTURE-LOOK

Introduction
  A. Overview
  B. Carl Waller
  C. Dr. Daniel Walker

I. The Environmental Component
  A. Population
    1. World-wide
    2. United States
    3. California
    4. Orange County
  B. Environmental deterioration
    1. World-wide
    2. United States
    3. Orange County
    4. Contrasting concepts
  C. Environmental regulators
  D. Social implications

II. The Economic Component
  A. Consumer price index
  B. Index to housing costs
  C. Renting
  D. Costs of maintaining a home
  E. Current salaries in key industries
  F. The monetary horizon

III. The Employment Component
  A. Introduction
  B. Employment levels
  C. Unemployment

IV. The Educational Component
  A. The "Know" and "Know-not" society
  B. Income of graduates
  C. Community college futures
  D. Faculty
  E. Articulation
  F. Changing perspectives
  G. Summary

V. Postscript

Appendix
  A. Futures Planning
  B. Comparison of Tuition
  C. Census Data
  D. Bibliography

INTRODUCTION

FUTURE-LOOK

INTRODUCTION

It has been stated by Alvin Toffler that we are currently experiencing a worldwide phenomena of interelated change. We are in the process of moving from the industrial base of the past to a technological base of the future and are experiencing social and economic disruptions, and in general are changing the entire basis upon which our society functions. Toffler states that this change is, "... not a crisis of re-distribution, or of over-all under production, or of low productivity, but a crises of restructure, the breakdown of the old Second Wave, industrial era economy and the emergence of a new Third Wave economy that operates on different principles."

Within this process, the educational institutions in general, and the community colleges in particular, must remain responsive! In addition to the "normal" responsibilities for the operation of occupational and transfer programs, these educational institutions must also be aware of the increasing numbers of students who will be arriving at their doors seeking retraining. The problems faced by the middle-age worker desiring such an educational experience are not necessarily the same as the nineteen year old who has just emerged from high school! At this point, perhaps, a hypothetical example may help:

> Six months ago, forty-six year old Carl Waller was an employee of twenty years standing at a local automotive assembly plant. Carl was earning $21 per hour in a responsible position in the plant, utilizing skills that he had largely developed over his tenure as an employee. Possessing only a high school education gained in the late 1950's, Carl has no other saleable skills on today's labor market. He has a family, a home, and all of the responsibilities that are attendant.
>
> Two months ago Carl was advised that the assembly plant was being closed down and would not reopen. He was also told that his position of twenty years would terminate in thirty days! Carl has a problem! He is in need of employment at a level that will permit him to earn an income that will preserve his present standard of living, yet is unskilled in any area that will permit him to obtain a job at that level. He is in need of retraining, not for a position that will yield $9.00 per hour, but must have no less than twice that amount! In addition, he will have unemployment benefits that will last only six months . . . so time is vitally important in the retraining! Carl comes to the admissions office of XYZ Community College and asks a counselor what they have to offer him. He is shown a wide assortment of two-year vocational programs, two-year programs taught within the conventional semester time blocks! When Carl asks what some of the occupational areas pay, he is told that the wages vary from $6 to $12 per hour!

Imagine you are Carl for a moment!

What alternatives do you have? To grasp a more complete understanding of the entire situation, the NOCCCD has undertaken a study of displaced workers such as Carl . . . to determine their needs, the economic environment in which they find themselves, the trends of future growth of the economy, the employment market, the population, and a host of related factors. In addition, we are also seeking to investigate the transfer and occupational programs currently offered in the District . . . their present position and projected futures, the incomes graduates can expect to earn, the opportunities for growth in these fields, and related questions important to our graduates. The end result of this analysis is a better understanding of the programs we offer in context with the students we serve and the community in which we operate. It can also mean retrenchment!

Retrenchment means different things to different people, but most generally means "getting along with less", although decreasing budgets do not necessarily imply that monies will be spent to buy less of the same old materials to conduct our "business" in the same old ways! It may well mean that efforts must be expended to find more efficient ways of doing traditional tasks, or it may mean the abandonment of former courses, programs, and services in favor of modern counterparts with more catholic advantages. In any event, the topic should be superficially explored before attempting a discussion of the factors that will make necessary such change.

The topic of retrenchment of the community colleges has been dealt with in a variety of papers, but nowhere do we find a better coverage of the topic than a recently released report by Dr. Daniel G. Walker, a leading community college educator. In this document, Dr. Walker examines the needs and motivations for retrenchment of the community college and elaborates the following as supportive of the need for such a study.

> "The need for a careful review of retrenchment alternatives emerges then from a combination of political, economic and philosophical forces, some of the most important of which are as follows:
>
> A) The Tax Revolution and Voter Rebellion--The dramatic effect of California's Proposition 13 has been widely heralded. For good or bad, it has been properly hailed as the landmark event signalling the advent of the taxpayer revolt of the 80's. Following a period of increasing escalation of property taxes, coupled with the ineffectiveness of the legislature in dealing with this escalation because of partisan rivalries, philosophical differences and just plain incompetence, the people of the State of California finally took matters into their own hands. Under the leadership of Howard Jarvis and Paul Gann, after an extremely effective campaign, Proposition 13 was passed. This proposition effectively reduced and limited the amount of revenues available to the public school districts and community colleges of the State. The result has been to change the whole dynamics of the financing of local school districts, including community college districts. They no longer have available to them the previously ever expanding revenues based principally on the property tax with its built-in indexing and annual inflationary increased based on the assessed valuation of taxpayer owned homes and businesses.

One major result of the Proposition 13 has been the virtual turning over of the financing of our community colleges to the State level. The community colleges now simply survive on a year to year basis depending on the vagaries of state politics with its political infighting, partisan struggles and the fallout from the annual budget confrontation in Sacramento. A good example of this increasing state control has been the recent successful imposition of a mandatory student fee after a long protracted political struggle. The major result of all of this political and economic metamorphosis on the colleges has been a decrease in revenues, ranging from gradual to abrupt. The governor and legislature have failed to keep up anything like status quo financing for the colleges — never mind emulate the expansionist models of the 60's and 70's. This is one major cause for the need for retrenchment. The community colleges have fought back and waged a public relations campaign, but with only mixed results at best. An analysis of their effectiveness is made in these remarks of Patrick Callan, Executive Director of CPEC, the California Post Secondary Education Commission, who recently stated in frustration that "In the community colleges there are so many organizations, so many advocates, so many sources of information, so many newsletters, it seems to me you create a couple of dynamics; one is that there are an awful lot of people who have a real stake in having the folks out there believe that everyone up here (in Sacramento) is evil and that the dues they are paying to support this organization or this lobbyist is probably the one thing that is keeping CPEC, the Department of Finance or the legislature from taking over the community colleges."

B) The End of the Baby Boom and Declining Enrollment—The coming to an end of the "baby boom" has had a considerable effect on community college enrollments. Since state funding has typically been based upon A.D.A. (Average Daily Attendance) figures, community college budgets have been adversely affected. Many colleges of the state have seen significant drops in full time student enrollment with a noticeable leveling off or outright decline in the number of high school graduates attending. This has meant a corresponding drop in funding-along with other attendant problems such as smaller class sizes and lower enrollments in certain programs. All this has resulted in higher costs per student with resulting increasing inefficiencies in many departments and programs — this at a time when inflation has been increasing costs significantly in any event.

C) The Imposition of Student Fees—The imposition since 1984 of student fees is closely linked to the problem of attendance mentioned above. While the data are just now becoming available, it looks like the recent imposition of mandatory student fees (along with other factors previously mentioned), has resulted in a predicted enrollment drop in the community colleges of from 10 - 25%, averaging at least 20%. So these reductions specifically related to the tuition fee, coupled with the other ongoing declines in enrollment, exacerbate the funding problem for most community colleges, further underscoring the need for retrenchment.

D) The Effect of Social and Economic Changes—Changes in the economy of the state and nation, along with attendant changes in lifestyle, interests, and points of view, have resulted in uneven growth in college classes and programs. High growth has typically taken place in such disciplines as business, computer studies, data processing, and electronics, while declines have occurred in many other programs and classes such as social sciences, liberal arts, foreign languages and ethnic studies. These changes occur more rapidly in society at large than do the motivation or opportunity to make corresponding changes in the employment practices in the community colleges. There is a considerable time lag before our bureaucratic and highly tenured colleges can react to and adjust to these kinds of changes in the real world outside. They tend to be very inefficient in this respect. They are unable to adjust, reallocate and reorganize in a timely and efficient fashion.

E) Protectionist Obstacles to Flexibility and Change—Built in protections for the work force have been developed in our colleges over a period of decades. These protectionist obstacles render the community colleges virtually incapable of flexibility and prompt action when faced witht he need to modify staff, programs and priorities to reflect the changes in the community, the economy and society as a whole, as well as the changing attitudes and choices of its students. In the old days, with virtually limitless funds, this kind of growth or change simply results in increasing the total staff—adding and expanding, building on to the base, and purchasing new supplies and equipment to stay up to date. It meant adding on and piling on with little or no need to set priorities. This is no longer possible and so now comes the inevitable crunch with its attendant trauma, often all at once!

Collective bargaining, unionization and the vastly increased politicization of all segments of the college campus—faculty, administration, classified staff, C.E.O.'s and even trustees, have tended to make rational objective discussion of the topic of retrenchment extremely difficult, highly emotional and in many cases almost impossible. This study attempts to suggest an agenda for all constituent groups and hopefully provide some prospect for rational dialog on the topic.

Many of the provisions and procedures in handbooks in college districts and in organizational contracts serve as a form of job protectionism and protection of vested interests in the status quo—with little regard for cost or usefullness of the function, particularly at a time when priorities need to be given to everything on campus.

F) Built-in State Mandates—Another thing to which boards, management and others concerned must direct their attention is to the multitude of state (and federal) mandates with no or inadequate corresponding funding attached, in many cases relating to matters with little or no functional importance. While this fact has been brought to the State's attention repeatedly, legislation designed to relieve this gridlock has so far been unsuccessful. There are still far too many provisions and far too much language which mandates this and that, again often protectionist measures, passed without regard to the dollars involved and without regard to comparable priorities in the community college setting of today. Many of these mandates were passed in a different era when availability of dollars was no problem. Now the dollars have dried up, but the provisions persist. Examples of these mandates which deny much needed flexibility to the district are "the 50% law", arbitrary rules regarding numbers of part time employees a district may hire, and absolutes setting down faculty load formulas, etc. While some of these might be justified in ideal circumstances, my point is that they should not be codified into law but should be subject to analysis, scrutiny and possible change when conditions change. When written in concrete as mandates, they are burdensome obstacles to efficient and prudent management. They do not permit the necessary flexibility to manage and operate a college.

G) The Litigious Nature of Society—The increasingly litigious nature of our society, with more and more referrals by all parties of all kinds of disputes to the courts, has further tied the hands of school districts in dealing with retrenchment. Often well developed discussions or plans have had to be postponed or modified or redrawn as a result of an endless procession of court hearings and court cases. Even what might seem to be relatively straightforward issues can become infinitely more complex as a result of charges and counter charges and the legal hassles they produce. A whole host of accusations may allege such things as that proposed retrenchment decisions impinge upon or violate any number of concepts desirable to some staff elements such as ethnic parity, affirmative action, seniority, past practice, comparable worth, sex equity, protected classifications, etc., etc. Many districts end up in a legal gridlock and are unable to move in any direction, never mind retrenchment per se. Thisis not to say that many of these concepts are not desirable objectives in and of themselves, but their inclusion in just about every retrenchment case and every aspect of the retrenchment dialog makes any decision extremely difficult and consensus almost impossible. Another kind of predictable charge is that the proposals favor one segment over another, one discipline over another, one person's judgment over another, etc., etc. Even "riffing" or the laying off of staff, even if the numbers are agreed upon, is further complicated by questions of seniority rights versus affirmative action. The debate almost invariably arises over the need to cut overstaffed areas, those with the highest costs and lowest enrollments versus the desire to protect certain kinds of instructional classes and certain kinds of protected classifications such as ethnic minorities, handicapped men and women, and so on. The ever present (and understandable) concerns of ethnic minorities that they are last hired and first fired are very real. They understandably fear that their hard won gains in access to the systems can quickly disappear. These factors further complicate the retrenchment process.

Yes, a whole host of factors impinge on the community college scene in the 1980's, making retrenchment desirable for some, necessary for most, overdue for many. Richard L. Alfred identified many of these factors in his study Coping with Reduced Resources. The examples in parentheses are included from my personal knowledge and experience:

(i) Reduced federal and state funds (enrollment driven funding declines with declines in enrollment; Proposition 13 type limitations).
(ii) Decline of traditional college age students (end of the baby boom).
(iii) Funding formulas that limit or prohibit support for non-traditional students (resulting in inability of many students to pay incresing tuition/fees; reduced scholarships and cuts in student assistance funds, such as proposed by President Reagan).
(iv) Competition with and against other institutions (private, proprietary adult schools, university, state college and other community colleges often competing for the same students).
(v) Changing job markets (lack of flexibility to serve new markets; inability to purchase up to date technology, equipment).
(vi) Availability of career-training programs on site or in proprietary schools (further erosion of enrollment as business, private schools do it themselves).
(vii) Decline in student motivation (reflective of the values of our era; too many competing alternatives other than study).
(viii) Effects of inflation; increased costs of everything; (income fails to keep up with real costs).

(ix) Collective bargaining; (adversarial and confrontational posture with resultant increases in costs with little or no direct increases in productivity. So much time and energy spent in this; loss of flexibility, loss of ability to react and adjust).
(x) An older, less mobile, less flexible and more expensive staff (increased costs, less flexibility, unable to bring in newer staff to fill needs and a changing curriculum).

All of these and many more factors are very much part of today´s scenario, making retrenchment an unwelcome guest at most colleges´ dinner tables. Yes, with retrenchment it´s "guess who´s coming to dinner"—and staying around for a long time to come."

Against this backdrop of need and purpose, it is now appropriate to confront the environmental, economic, and educational components that make the topic of future needs and future services significant to our investigation.

I. THE ENVIRONMENTAL COMPONENT

I. THE ENVIRONMENTAL COMPONENT

The first major influence on the future of the community college lies in the area of the environment. This topic may be further subdivided into three major parts, each of which carries both a separate and synergistic implication. These three factors include a population aspect, an environmental deterioration factor, and a social component. To further elaborate on these environmental issues, one can next examine their interplay and produce an environmental projection, or more properly, a range of environmental projections, depending upon the researcher's viewpoint.

POPULATION

World-Wide View

The year is 2000, fifteen years from the present! No longer do we see a mere 4.2 billion people on earth as we did in 1984. Only a dim memory are the two billion people that were preseent in the early 1900's. In the year 2000, the population of the earth is estimated to be 6.5 billion! This same year, 2000, the population of India will swell to 960 million people with one-third less the per capita food supply that they had in 1984! In Asia and Southeast Asia, the population will have expanded to a total greater than that of the entire earth in the year 1977! More than 200 cities in the third world will have populations in excess of one-million residents! Of critical concern is the fact that the population growth is not occurring uniformly over the entire earth; population numbers of third world countries increasing at rates considerably higher than those of the more developed countries. If one extrapolates the population projections of the United Nations, the population of the earth in 2020 should be 8.5 billion people (twice the 1984 level) and by the year 2050 this figure should have increased to 12 billion! (It should be noted that the United Nations figures assume a relatively successful program of world-wide birth control.)

United States

In 2000, the United States will have a population of 255 million people (assuming a fertility rate of 1.8 - a rate higher, e.g., 2.8 would produce a population of 310 million in the year 2000), with one-third of the population over 45 years of age (less than 25% in 1975). If the fertility rate remains at the present 1.8+, the population should continue to increase to about 270 million in 2025 and then begin to decrease (there has been a steady decline in fertility rates for the past 180 years in this Country - the fertility rate in 1800 was 7.+).

Urban America (with 80% of the total population) will occupy nearly one-third of the land of the Nation, creating problems in wildlife and wildland preservation, recreation, and croplands. Thirteen percent of the total population of the Nation will reside in the coastal strip from San Diego to San Francisco. The number of people over the age of 65 will have increased to thirty million, five million more than were present in 1984.

California

Population growth in California by the year 2000 is anticipated to grow by approximately 20%! This will mean an additional 5 million people, or a growth from the present 26 million to 31 million. Within this population increase, the 35 to 54 year-old segment will grow the most rapidly, with the 18-24 year old cohort declining until 1990 and then increasing slowly through the year 2000. It should be noted, however, that this slow increase in the 18-24 year-old group will not permit the population numbers to reach their 1980 population level until 1999. Within these State population growth statistics, the most dramatic increase will be found in the Hispanic population. The present level for this segment of the population is approximately 19% of the total for California, by 2000 the Hispanic population will comprise 28%! Stated another way, half of the State's population increase over the next twenty years will be in the Hispanic segment of the population! In the Asian segment of the State, 20% will be from the growth of this population cohort. By 2000, the total minority population will equal over 43% of the State's population.

Orange County

Applying a straight line projection to the present population and population increase statistics for Orange County produces an estimated population increase for the area of approximately 700,000 people by the year 2000, with the greatest growth anticipated in the South County area. This will establish a County-wide population of 2.7 million and a population density in excess of 3400 people per square mile (presently, approximately 2600). At present, the highest density cities in the County are in Anaheim, Buena Park, Costa Mesa, Cypress, Fountain Valley, Garden Grove, Huntington Beach, La Habra, La Palma (the highest), Placentia, Santa Ana, Stanton, and Westminster (all over 5000 people per square mile). Irvine, San Clemente, San Juan Capistrano, and Yorba Linda are the least-dense areas (all under 1900 people per square mile).

ORANGE COUNTY POPULATION DENSITY AND GROWTH RATES

CITY	POPULATION	DENSITY*	1981-82 GROWTH RATE
Anaheim	226,550	5232	2.0%
Brea	30,700	3040	1.8%
Buena Park	63,200	6019	-1.0%
Cypress	39,950	6341	-0.5%
Fullerton	103,500	4462	0.8%
La Habra	46,300	7015	0.7%
La Palma	15,350	9594	-0.3%
Los Alamitos	11,550	2686	0.0%
Placentia	36,500	5530	2.8%
Yorba Linda	30,350	1873	2.9%

From: "Orange County Progress Report" (1982 figures).
*Expressed in people per square mile.

ENVIRONMENTAL DETERIORATION

World-Wide View

A principal factor in the deterioration of the environment is the pressure exerted by the human population. This phenomenon may be conveniently subdivided into two broad categories:

1. CONSUMPTION:
   Those influences are essentially the result of the need of human industry (the term used here in the broadest sense of the word) for raw materials. They may be conveniently called "INPUT DEMANDS" of society. Quite certainly, the input demands of a highly technological and industrial society are far greater than its simple agrarian counterpart.

   Included in the input demands are energy sources, earth-bound resources of minerals, products from living things, and various atoms and molecules from the atmosphere. Collectively, all of these materials constitute a possible limiting factor of human effort and ingenuity and enterprise. "Running out of something" is the obvious consequence of placing a greater output demand on the environment than can be sustained. The result of exhaustion of materials is clear, predictable, and tangible. You can see that you are running out of fuel, or metallic copper, or any other similar substance. The consumption rates can be plotted against population demands and an estimate produced for the material's "lifetime". To prolong the inevitable exhaustion of supplies, several techniques can be employed:

   a. Conserve vital materials.
   b. Recycle vital materials.
   c. Find substitutes for vital materials, either naturally-occurring substitutes, or laboratory-constructed versions.
   d. Forego the activity requiring the vital material.

2. DISPOSAL:
   A second influence of humankind on the environment rests in what might be called "OUTPUT CONSEQUENCES". Included in this category are the solid, liquid, and gaseous waste materials that result from the efforts of human labor. Less obvious, harder to understand and cope with, more likely to cause serious trouble in the long run, these are the pollutants that are found on the land, in the sea, and in the air. They become a part of the world about us; they climb the food chains of the living world; they are magnified in the bodies of organisms we use as food; and finally, they become a part of our bodies themselves. In addition, they combine and recombine in the environment and at times produce substances more noxious than they were in their original form. Several problems become readily apparent when one stops to consider the problems posed by output forces:

a. As population increases, the outputs of a civilization increase, while at the same time the sites necessary to "dump" various outputs of the society decreases. The result of this phenomena is the concentration of the increasing amounts of waste materials into ever smaller spaces. This concentration alone can be a serious environmental hazard.

b. As industrial process becomes more complex, the chemical waste outputs also become more complex and, for the most part, are placed untested, back in the environment as "wastes" which may have harmful effects on later generations. For example, over half of the DDT that was dumped into the environment in the late 1940's still persists in our environment and ourselves!

c. With the dumping of complex molecules (many of them exotic organic compounds) there is an increasing opportunity for synergistic reactions to take place between them, establishing a whole new group of substances that may create further problems.

d. Perhaps most important of all, the output consequences of human activity are subtle. You are unaware of increasing levels of carbon dioxide in the atmosphere, until you begin noting changes in the weather. DDT is known to be a carcinogen, but the cancer does not show up until decades after the exposure; likewise with radiation, or with living next to an old hazardous chemical dump site, the dangers are not realized until a number of mal-formed babies are born years later. It has been recently estimated that over 500 new, untested (in the impacts on human health) chemical substances are being developed every year. We simply do not have the time or the people to adequately test them.

With the increases in population, and the need to provide the essentials of live (even in a much more modest sense than is presently experienced in the United States) environmental deterioration becomes the quid pro quo of population increase.

This in turn, has the potential to decrease the habitability of the planet and the ethic that man can control and should exploit nature leads ineluctably to greater and greater disruption of previous ecological cycles and balances, a ravaging of the environment, and a squandering of natural resources.

Clearly, the industrialized countries of the world are structured in such a way that their economies demand growth that is fueled by the earth's finite resources. These resources can support this growth only with increasing difficulty.

These demands can be seen clearly in the present-day alterations and scarcities of the following substances:

1. Fresh water
2. Arable land
3. Mineral and non-mineral resources
4. Habitable space
5. Fossil and non-fossil fules
6. Waste-absorbing capacity of the environment
7. Atmospheric purity

The answers to all of these questions will come with great difficulty, but one thing is certain; with the birth of each new individual, the solutions become more difficult and the time to find the answer becomes shorter.

United Stater View

The dilemma of population, environment, quality of life, economic growth, energy, and the emerging social consequences of the intersection of these issues in the United States, will increasingly be a topic for the legal system. Clean air and clean water enjoy no property rights, nor do they submit themselves to simple definitions. How clean should the environment be, in contrast to the need to make progress? What is the price of human health and well-being, and can one bring it to the economic arena? As inane as the question may appear to be today, "What is the optimum level of pollution" may be a question that is asked in the next twenty years. In the United States there will be legal battles on these matters and there will be pressures from those who say, "shut down all progress", if need be, to protect our environment" and others who say, "without progress, our entire economy will shut down and there will be greater chaos - therefore, tolerate pollution as a sign of social and economic progress." The decisions will be borne in agony.

California and Orange County

As a result of the migration of people into our area of the Country, as well as births and the extension of lifespans, within our living space we will experience more congestion, less individual space, less free space, and higher densities! Pollution will be greater, disposal of all forms of "trash" will be more difficult and more expensive, and recreation (in our present-day sense) will be more difficult to obtain. In sunbelt areas as California we will see the former "development" trends evolving to "redevelopment" as the need for higher density living becomes more urgent. This single factor, higher density living, will carry with it a number of "unfortunate" side effects, not the least of which are higher crime rates, changes in family structure, violence of all types, and a general decrease in the quality of life.

Contrasting Concepts

Before moving on to other aspects of the topic, it is appropriate to note that the picture thus far painted is not the only scenario for the year 2000. To this point the attempt has been made to establish a "middle ground" projection of the future. But there are both brighter and dimmer views of what is to be . . . these range as follows:

A Neo-Malthusian Model that Holds:

1. We will be running out of critical materials within the next 50 years and any economic growth that makes the rich nations of the world richer can only make the poor nations of the world poorer.

2. Technological solutions to problems of scarce resources, pollution, or population, are generally shortsighted illusions that only compound the difficulties.

3. It is inconceivable that present human organizations, even with computer assistance, can comprehend the magnitude and complexity of the problems that are currently facing us on the population, pollution, raw material, and social fronts.

4. Current population and economic production are like a spreading cancer. They are already more than the earth can sustain in steady-state. Future economic or population growth will hasten the increase and magnitude of future tragedy.

5. Billions will die of hunger, pollution, and/or wars over shrinking resources. The twenty-first century will see the greatest catastrophe of history, resulting in a general destruction of the resources of the environment necessary to carry large and diverse populations of plants and animals. Without this diversity, total environmental collapse will soon follow, bringing with it unimaginable consequences to the human race.

This View may be Contrasted by, a Techno-Growth Enthusiast Who Believes:

1. The important resources of the world are capital, technology, and educated people.

2. Vast extra-terrestrial resources will soon be available that will solve any short-range deficiencies on the earth.

3. Problems always exist, but solutions always emerge - technology will solve any problems that face us.

4. Modern medicine continues to push back the time of death and prolong the individual's period of productivity and creativity - with this extension, even more human progress will be made - solving all problems that we face.

5. The full potential of human productivity, modern technology, and economic growth are just beginning to be realized; this expansion will take place indefinitely.

It can be inferred from the above that there is considerable variance in the views of capable scholars as to the future of the environment! Depending upon that view, the role and scope of the function of the community college will also vary. It would seem a safer position to assume that the views of the Neo-Malthusian Model are closer to the truth, then any occurrences to the contrary will constitute an environmental "plus". In any event, long range solutions to the problems of the environment must be sought, short range solutions to long range problems such as population or pollution simply are "Band-aids" on the wounds of the environment and cannot be expected to solve problems, in fact, will frequently create greater problems in the long run!

ENVIRONMENTAL REGULATORS:

The importance and influence of these environmental issues cannot be underscored enough in our exploration of the changing roles of the community college, and whatever the ultimate "position" of the environment in the year

2000, there will be, without a doubt some important "regulators" that will doubtless influence every aspect of human life, including education.

Whatever the ultimate "position" of the world of 2000, there will be a number of factors that will require close monitoring in the next sixteen years. These include:

1. FOOD:
   More people will require more food. More food will require that an increasing amount of land be dedicated to the growing of food. For reasons of environmental stability, there is a limit to the amount of land that can be given over to agricultural production. At the present time, we do not have a definite command of just how much land can be given over to agricultural purposes and how much needs to remain in the native diverse state. But we do know that we cannot farm every square foot of available land on earth . . . for to do so would be to invite an eco-disaster of global dimensions. The redution of plant and animal (chiefly plant) diversity on earth would mean an increase in environmental instability - the less diversity, the more instability. Instability means that the environment would be increasinbly susceptible to total destruction. This is not a vague hypothesis, but a demonstrated phenomena in nature. The only immediate way to control such a potential instability would be through the use of chemical agents to control various predators on the crop monocultures that are produced in agricultural settings. These chemical agents are lethal to the predators and are also detrimental to other organisms in ways we perhaps do not presently fully comprehend. So utilizing such chemical interventions to protect our expanded agricultural efforts could lead to disasters of human health further down the line. The entire effort described is a bit like trying to stick your finger in the wall of a leaking dike, only to have the pressure from rising water create another hole, which you can perhaps plug, and this in turn causes still another hole, that you can with greater difficulty stop. This creates yet a larger hole, etc. . . . until the end result is water crashing down on your head from a hole of gargantuan proportions.!

   Incidently, all of the above is equally true on land or sea which means an increasing tendency to pollute the oceans can lead to a decrease in the population diversity of the oceans and thus to a lessening of the stability of this environmental area. If, for example, the one-celled plants (Phytoplankton) in the oceans were to be drastically reduced or eliminated, the oxygen-making processes on earth (from photosynthesis) would be virtually curtailed since most of this activity goes on in the oceans. There is thus a limit to the amount of food that the earth can produce for general consumption for all animals we will need to be mindful of this limit. In the final analysis food is a finite resource.

2. ENERGY:
   Complex civilizations consume tremendous amounts of energy! Much of this energy is from fossil fuels - a finite source of power. Once these resources are used up . . . they are gone forever.

Alternative sources of energy are of course, nuclear, solar, geothermal, oceanic, and hydro-electric. None of these as they are currently operated, can maintain our civilization's needs at the present time, much less in fifteen years. The risks of the use of some of these sources, and the needs for adequate controls on the operation of all of them, have become so generally known that there is little need to discuss the matter. However, something must be done in this area if we are to continue to grow in an economic sense. Energy demands are certain to increase.

3. CHANGE:
Alvin Toffler, in his two books, Future Shock and The Third Wave, has dealt with the change phenomena. In these works, he has repeatedly made the point that one of the greatest problems we are facing today and will face in the predictable future is change itself! We are on the brink of "high technology" industrial base - moving from the industries of the past five decades to a future that is uncertain in many respects, but certain in the changes that it will produce in the way we build things, store, transmit, acquire and use factual information, and in the value of human knowledge and brain-power. This change has displaced workers, caused old industries to die and new ones emerge, has shifted the matter of the "critical ingredient" of industry from capital to knowledge, and has heightened both interest and anxiety about the future. The changes thus produced will continue to be a pressing factor to the year 2000 and will create spectacular opportunities and crushing defeats. But change will be a constant.

4. MIGRATION:
People are leaving the old industrial cities of the Northeast in favor of the sunnier climates of the Southeast, the South, and the Southwest. This so-called "sunbelt migration" demands an answer to the question, "What will happen in Pittsburgh the day after everyone moves to Miami?". A corollary might be, "What happens in Miami the day after everyone comes to town?". Sunbelt migration will produce a significant population shift.

5. OLDER:
We, the people of the United States, as a group, are getting older. The senior citizen population of Orange County is increasing as well. What special needs, services, facilities, and attractions will they need, want and demand? We had best be ready to answer the questions and needs of this increasing population. It is certain the increase in the proportion of seniors in the populationl will be a major political, economic, social, and educational force.

6. TECHNOLOGY:
We would be remiss if we did not mention that technology itself has consequences. Some technologies are intrinsically dangerous such as hydrogen bombs; others may produce restructurings of society (the consequences of a society partitioned on the basis of what each group "knows" may be more dramatic than a society partitioned on an economic basis.

There are other categories that represent synergies of some of the above; for example, there are political consequences on levels ranging from international to community that will influence and alter the state of things; there is the grave ultimate political threat, wars, that could result from lack of raw materials, fear, greed, or a combination thereof. From this recombinant of a world in change may come paradise or armageddon.

SOCIAL IMPLICATIONS:

Bringing things to the focal point of our immediate environment, and illuminating what is more significant, to the average person, we might pose the question, "How does all of this influence the life I will be living in the year 2000?". Herein, we will be assuming that "I" to mean all of the collective "I´s" that are present at that time . . . on earth, more specifically in the United States, and most specifically of all, in Orange County of California.

Whether you assume a Neo-Malthusian or a Techno-growth attitude about the year 2000, as we view our environment, a few things are certain:

1. THE PEOPLE PROBLEM:
   - A. There will be more people here . . . the best guess is probably between 650,000 and 1,000,000 more in Orange County.
   - B. The population density will increase due to the increase in population against finite "space supply".
   - C. With the increasing use of technology there will be an increasing need to educate people relative to its use.
   - D. The increase in population in the area will bring with it increased needs in services associated with such a population increase. It should be pointed out that the population increase to be experienced in this County in the next sixteen years is roughly the equivalent of adding three more cities the size of Anaheim and one more city the size of Fullerton to the County´s population!
   - E. With all of the above occurring, there will be increasing needs to provide transportation, medical care, housing, educational opportunities, waste disposal, entertainment, etc. . . . the list is endless.

2. THE CHANGING STRUCTURE OF THE "FAMILY":
   Divorce, single parent families, multiple marriages, living together, and other structural changes in the traditional family setting, all likely to increase.

3. EMERGING NEW ROLES FOR WOMEN:
   An exciting new development in the next two decades will be the continuation of the expanding role that women will play in all aspects of society. A woman will enjoy options, options to do anything she wants to do from traditional roles of wife and homemaker to corporate president or President of the United States! (Look for a woman President within the next two decades!)

4. THE CONCEPT OF AGING:
   New ways of looking at growing older, coupled with medical advances and social awareness will spell a totally new concept of senior years and "retirement". Look for the senior citizens to have a greater voice in what´s going on in their world.

5. ETHNIC ACCEPTANCE:
The issues of ethnic "difference" is rapidly becoming a non-issue and will continue to move in this direction in the next two decades. Look for the ethnic issue to be "replaced" by one of "knowledge". (The "knows and know-nots" and "workers" vs. "non-workers" will be a key issue.)

6. PROVERTY VS. AFFLUENCE:
This will still be an issue decades to come as more and more people with jobs in traditional, labor-intensive industrial occupations are displaced by technological change. As knowledge increasingly becomes the key ingredient in an era of high technology, a new class structure of "wealth" will be created, from the traditional "haves and have nots" of the industrial era, to the "knows and know-nots" of the era of high technology! Look for a restructuring of wealth based on knowledge.

7. SOCIAL GAPS:
The restructuring of the economic base will produce a concomitant change in the "social gap" phenomena. Look for social gaps to widen, moving more toward a two-class society - a widening of the chasm between the upper and lower middle classes and a fusion of the lower middle and lower classes.

All of the discussion thus far is but prologue to the real heart of the matter of the community college within the community. The subject of the drama must be "economic survival"; the scenes of the economy both present and future, the employment marketplace, and our campuses; and the players, our students, our community members, and ourselves.

II. THE ECONOMIC COMPONENT

II. THE ECONOMIC COMPONENT

The second major factor that bears influence on the community college of the future is economic. The impact of this factor is felt both directly, through the income and financial outlays of the college/district, and indirectly through the pressures that it exerts on students attending the college.

The following is a brief sketch of the financial history of past decades and an assessment of the likely future happenings in this arena.

One vital aspect of a person's survival is the economic climate in which they find themselves. Like Carl in our opening example, it does little good to be making $5 per hour if the economic level of the community is geared to a $10 per hour minimum for survival. Food, housing, transportation, utilities, and a host of "miscellaneous" expenses make up the budgets of most people in our society. The demands for funds to cover these expenses represents a considerable problem for a good many people in our society.

Consumer Price Index

One measure of the price trends of the nation is the consumer price index. This index is an indicator of the changes in prices experienced by consumers for items necessary for survival.

The CPI is the standard that has been used in this regard since its development in World War I. While it has been under attack for overstating the inflation rate for the United States, it is the most widely reported measure of inflation available to consumers.

Using the year 1967 as a base, the following is a consumer price comparison of the United States figures and those of the combined Los Angeles and Orange Counties:

Consumer Price Index

Year	United States	Percent Change	Los Angeles/ Orange County	Percent Change
1967	100.0	2.9%	100.0	2.5%
1968	104.2	4.2%	103.9	3.9%
1969	109.8	5.4%	108.8	4.8%
1970	116.2	5.9%	114.3	5.0%
1971	121.3	4.4%	118.5	3.7%
1972	125.3	3.3%	122.3	3.2%
1973	133.1	6.2%	129.2	5.6%
1974	147.7	11.0%	142.5	10.2%
1975	161.2	9.1%	157.6	10.6%
1976	170.5	5.8%	168.0	6.6%
1977	181.5	6.5%	179.6	6.9%
1978	195.4	7.7%	192.8	7.3%
1979	217.4	11.3%	213.7	10.8%
1980	246.8	13.5	247.3	15.7%
1981	272.4	10.4%	271.4	9.7%

(Source: U.S. Department of Labor, Bureau of Labor Statistics)

This chart points out that the costs of goods, services, and housing in 1981 was approximately 2-3/4 times that of the base year 1967. For the average wage-earner, without considerable real estate holdings or other inflation "hedges", the impact of this phenomena is the gradual erosion of his/her purchasing power, coupled with a decline in the standard of living! Those in possession of the latter two "inflation hedges" have experienced a monetary growth that is more at pace with the CPI and have thus maintained (or bettered) *their 1967 position . . . in addition, they have enjoyed the* tax benefits of real estate or "sheltered" types of investments that have contributed still more to their economic "health"! A test of this concept is the fact that it is certainly not unusual for the family earning $100,000 per year to pay less income tax than the family with earnings of $25,000.

The CPI is but one index of the economic environment; another is the Index to Housing Costs. The condition in Orange County in this respect is somewhat higher than in the Southern California area in general, and considerably higher than that of the nation at large.

Index to Housing Costs

Home price trends in Southern California have also changed dramatically since 1967. A study of "Home Price Trends in Southern California", by the Real Estate Research Council, yields the following information (prices extracted from a market sample of 211 existing single family homes, each selected to be representative of its neighborhood, price bracket, type of home and age):

Index to Housing Costs:

		Percent Increase Over 1967 Base Year		
Area	1967	April 1980	April 1981	April 1982
7 County Areas*	100	446.3	486.8	494.4
Orange County	100	426.0	497.0	512.0
Northern	100	402.0	456.0	474.0
Central	100	415.0	479.0	489.0
South and Beach	100	448.0	534.0	550.0

*Includes Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara, and Ventura Counties.

Renting

In a similar fashion, the costs of renting have also increased from the 1967 base. These figures are as follows:

Rent Index:

Year	Los Angeles/ Orange County	Percent Change	United States	Percent Change
1967	100.0	1.1%	100.0	1.8%
1970	111.9	5.7%	110.1	4.2%
1975	134.8	5.3%	137.3	5.1%
1976	144.3	7.1%	144.7	5.4%
1977	156.6	8.5%	153.5	6.1%
1978	169.4	8.2%	165.0	7.5%
1979	187.5	10.7%	176.0	6.7%
1980	209.7	11.8%	190.8	8.4%
1981	235.8	12.4%	208.5	9.3%

(Source: "Home Price Trends")

The "cost of renting" figures represent another argument for the case of the non-home owners being more severely "injured" by the effects of inflationary times. The costs of renting a comparable rental unit have increased over the 1967 - 1981 period by a factor of 2.35. While this figure may appear at first glance to be considerably below the 4.0 figure for the same period of home purchasing, it must be remembered that home ownership carries with it considerable benefits from appreciation, and tax deductions for interest paid, taxes paid, and other related benefits. If, in fact, one assumes that the home purchased in 1967 appreciates at the market rate (4.0 times) the home owner will stay "even" with the housing cost area, whereas the renter will be paying 2.35 times more rent for the same dwelling and will also be required to pay 4 times the cost of a home should he elect to make that purchase! The point is that the renter is, in this economic environment, in an increasingly poorer position. For the person owning rental properties (in spite of arguments to the contrary about possible "negative cash flows") the picture is even brighter than that of the single home owner.

Cost of Maintaining a Home

In a larger sense, the "bottom line" of economic survival for the indivdiual is, "What does it cost me each month to live?". To attempt to gain perspective on this question, a survey was conducted recently to determine people's opinions on this question, based on their own practical experience. The question was subdivided into two parts, first, what does it cost a single person, living alone, to survive (assuming he/she is renting an apartment); second, what does it cost a family of four (husband, wife, and two pre-teenage children) to live (assuming home purchase)? The results are as follows:

Estimated Expenses for a Single Person, Living Alone in an Apartment

Item	A	B	C	D	E	F	G	H
Rent	450	450	300	400	450	400	500	450
Food	125	240	80	150	150	100	150	120
Clothes	25	80	50	75	30	50	100	75
Utilities	35	45	50	90	50	100	45	60
Auto	75	60	200	100	40	200	150	80
Entertainment	25	100	30	150	40	100	100	50
Misc.	200	50	75	100	80	200	100	0
TOTALS	935	1025	785	1065	840	1150	1145	835

NOTE: Eight different estimates given (responses designated as "A - H"). (Source: A survey undertaken by Lyndon E. Taylor.)

Estimated Expenses for a Family of Four (Children 7 and 9), Living in a Single Family Dwelling

Item	A	B	C	D	E	F	G	H
Mortgage	700	650	700	1200	800	500	1500	900
Food	250	380	200	300	500	250	450	240
Clothes	150	350	100	200	80	100	250	150
Utilities	75	90	100	120	80	150	65	120
Auto	100	100	300	200	70	200	200	100
Entertainment	100	200	60	150	100	100	250	175
Misc.	500	150	150	200	200	300	300	0
TOTALS	1875	1870	1610	2370	1830	1600	3015	1685

NOTE: Eight different estimates given (responses designated as "A - H"). (Source: A survey undertaken by Lyndon E. Taylor.)

(It is interesting to note that the figures compare favorably with those of the Bureau of Labor Statistics, for lower and higher budget families.)

The reader will note a considerable disparity of responses in this survey regarding the ways in which monies are budgeted, but the survey nevertheless provides a range of responses that is perhaps more important than any individual answer. An inference may be drawn from these figures is that for a single person, living alone, the salary necessary for a "take home" income of $800 - $1200 per month would be in the range of $12,000 - $18,000 per year (assuming 20% income tax). For the family example, it would mean a family income of $24,000 - $42,350 per year (assuming a 15% income tax). The hourly wages associated with these incomes are:

Single person: $12,000 - $18,000 per year = $6.25 - $9.38 per hour

Married couple: $24,000 - $42,350 per year = $12.50 - $22.06 per hour

What is being demonstrated herein is the amount of money (in terms of hourly wages or yearly income) that is necessary to support the above life styles.

What does it cost to purchase a home? Recent increases in interest rates, plus the inflationary impacts on the housing market have created a situation that has "tightened up" the real estate market considerably in the Southern California area as well as the rest of the nation. Long gone are the days of purchasing a home with an insignificant down payment and making small monthly payments that are little higher than rent. Gone also is the ease of loan qualifying that has been seen in the past! Today, to qualify for a home loan, one must provide evidence of a net income that is three times the amount of the monthly loan payments. The monthly payment schedules for typical home purchases at 12% and 13% interest rates are illustrated, with the minimum 10% down payment and with 20% down payment.

Home Purchase Schedule - 12% Interest

COST OF HOME	10% DOWN	MONTHY PAYMENT	20% DOWN	MONTHLY PAYMENT
$100,000	$10,000	$ 925.75	$20,000	$ 822.89
150,000	15,000	1388.63	30,000	1234.34
200,000	20,000	1851.50	40,000	1645.78
250,000	25,000	2314.38	50,000	2057.23
300,000	30,000	2777.25	60,000	2365.81

Home Purchase Schedule - 13% Interest

COST OF HOME	10% DOWN	MONTHLY PAYMENT	20% DOWN	MONTHLY PAYMENT
$100,000	$10,000	$ 995.58	$20,000	$ 884.96
150,000	15,000	1493.37	30,000	1327.44
200,000	20,000	1991.16	40,000	1769.82
250,000	25,000	2488.95	50,000	2212.40
300,000	30,000	2986.74	60,000	2544.26

From the above, it can be inferred that for every percentage point of interest increase or decrease, at a loan amount of $120,000, the monthly payment will change by approximately $100. For a loan of $200,000 a percentage point is "worth" about $150 per month.

Income

With all of the preceding in mind, it is interesting to review the current salaries earned by individuals in various occupations in Orange County.

1. The median income in Orange County, as of July, 1983, was $34,200.

2. The following are third quarter, 1981 average monthly and yearly incomes per employee:

INCOME OF SELECTED OCCUPATIONS

INDUSTRY	AVERAGE MONTHLY INCOME	AVERAGE YEARLY INCOME	PER HOUR INCOME
Agriculture, forestry and fishing	$ 895	$10,740	$ 5.59
Construction	1,998	23,976	12.49
Manufacturing			
Furniture	1,222	14,664	7.64
Chemicals	1,597	19,164	9.98
Metal fabrication	1,556	18,672	9.72
Space related	2,078	24,936	12.99
Instruments	1,675	20,100	10.47
Transportation	1,693	20,316	10.58
Communications	1,885	20,316	11.78
Wholesale Trades	1,619	19,428	10.12
Retail Trades	1,168	14,016	7.30
Security Brokers	2,519	30,228	15.74
Auto Repair	1,149	13,788	7.18
Health Services	1,567	18,804	9.79
Legal Services	1,787	21,444	11.17

(Source: California Employment Development Department)

By comparison, the average of workers in the United States for the year 1981, are as follows:

Industry Group	Gross Hourly Earnings
Manufacturing	$ 7.25
Mining	8.50
Construction	10.80
Transportation, Public Utilities	10.19
Wholesale Trade	7.57
Retail Trade	5.47
Finance, Insurance, Real Estate	6.69
Services	6.82

Comparing the above figures with a three-year study of constant (1977) dollars, a different picture is obtained.

CONSTANT DOLLAR INCOME

Industry Group	1980	1981	1982
Manufacturing	4.89	4.83	4.77
Mining	6.74	6.70	6.77
Construction	7.30	7.20	7.14
Transportation	6.52	6.47	6.38
Wholesale Trade	5.11	5.05	5.01
Retail Trade	3.59	3.50	3.42
Finance, etc.	4.25	4.21	4.19
Services	4.30	4.27	4.27

(Source: Statistical abstract of the United States)

The above indicates the impact of inflationary factors on the income of the industrial workers indicated.

The Monetary Horizon

The financial future of the Nation is dependant on a number of variables: the National budget deficit, interest rates, world trade, employment rates, peace or war, raw materials, energy availability and cost, taxes, social programs, population growth, environmental management, and related influences. One additional influence should also be mentioned, the multinational corporation. John Kenneth Galbraith, in Economics and the Public Purpose, states that in our advanced industrial/technical society, there is a new locus of goal-setting; goals are not only set by the citizenry and the government, but by the corporate managers as well. These corporate managers are not elected by, or representative of the people, nor are they making decisions according to the same goals as National government!

With all of the above in mind, attention should now be directed toward what the monetary events of the future are likely to be. To gain a perspective, we will first examine some of the trends that appear to be on-going in our community, the Nation, and internationally. They are as follows:

1. There has been a constant increase in the consumer price index since 1950. As of May, 1982 the rate was approximately four times the 1950 rate.

2. The purchasing power of the dollar has had a more or less constant decline since 1940. The purchasing power of the dollar has declined since that time by a factor of approximately 6.8 — the purchasing power of the present dollar is approximately 14 cents when compared to that of the 1940 dollar.

3. Housing costs continue to escalate. A recent prediction calls for the revitalization of the housing market in the next 24 months to an extent near that of the 1970's boom. If this occurs, the prices of housing could increase by as much as 30 - 50% in the next two years.

4. Interest rates appear to have leveled off, at least for a while. Again, a recent prediction calls for a decline in interest rates, though, as long as the National deficit remains high, this is hard to imagine.

5. Employment seems to have likewise leveled off, although, there are some situations looming on the horizon that could shift this figure upward to a remarkable level. We are just beginning to witness worker displacement by high technology. Long a fear, man being replaced by machine, it would seem that the threat has finally materialized as reality. If this on-coming trend gains momentum, we will see the unemployment rate among factory workers increase two, three or four fold. As high technology gains additional ground in business and industry, we will see an increasing need for "mind skills" and a decreasing need for "hand skills".

6. The educational level of the nation seems to have reached a plateau. The median number of years of schooling has increased by only .3 years in the past eleven years! During that same period of time (1970-1981) the number of college graduates has increased by on 5%. In an emerging era of increased dependence on intellectual capabilities, this constitutes a danger sign.

7. The present-day industrialized nations of the world are gradually shifting to a technology base and are becoming vastly more efficient in manufacturing processes. In addition, a number of United States businesses and industries are finding it desirable to move labor-intensive factories to a developing nation and use its indigenous labor. Examples of this would be Japan's use of Korean and Taiwanese labor and the use by the United States of Asian and Mexican labor pools. These trends will likely continue which could further the displacement of the American industrial laborer.

SUMMARY

What does all of this mean to the average citizen/student of the year 2000? First of all, it undoubtedly means that it will be much more difficult to go to school full time and work part time . . . inflationary increases have and will continue to preclude people from earning enough money to support themselves through part time employment while going to college full time. Thus, look for an ever increasing percentage of part time students! Second, look for less expensive housing alternatives to be a major "way of life" by the year 2000. Similarly, look for people (perhaps several generations) to live together more than individually or in couples. Education-for-employment will take precedence over education-for-general-knowledge in the priorities of the students of the future. Finally, as consumerism becomes increasingly strong, so will the accountability for operation of instructional courses and programs (people will demand their "money's worth" in every course they take, since time spent in class will be an investment in their economic future . . . in a much more intense sense than it is today). Finally, and of great significance to the community colleges, there will be less money available for supplies, equipment, maintenance, salaries, and all of the other traditional budgetary items that currently grace the ledgers of college districts. In harder economic times, community colleges will have demands to do more instructional "things", to train and retrain more challenging students, to do a more efficient job of remediation, to evaluate the level of preparedness of transfer students in terms of both academic breadth and depth, and to fulfill all of these "obligations" in less time, to a greater level of efficiency, using less staff, and spending less money. The challenge is near-infinite and "retrenchment" becomes the word-of-the-decade!

III. THE EMPLOYMENT COMPONENT

The third factor in the analysis of the future of the community college is employment trends. While it could be argued that this is a subset of economics, the importance of this factor on both the programs and courses of the community college and the motivation of the students attending these institutions is such that it deserves special consideration.

Before an analysis of the present and projected labor markets, it may be well to examine the recent history of employment patterns. Alvin Toffler in his book, The Third Wave, explains that there have been three key "waves" (aspects) to the development of human "employment". Upon thinking about the matter, you might even stretch it to four if one wanted to include the hunter-gatherer existence of our earliest "ancestors". "Employment" in this sense meant simply survival . . . the gathering of sufficient food to keep one alive for that day. The next day the entire problem repeated itself with hunting and gathering taking up the majority of the day. But Toffler starts with man leading the more settled life of the agriculturalist. This way of life produced considerable quantities of food, and with some planning, the human being could store this food either in the form that it was grown, or by feeding it to animals, could eventually eat the animals and thus vary his diet. The most significant aspect of this shift to a more sedentary agricultural existence was that it provided greater free time than did the hunter-gatherer existence. This time could then be utilized to create . . . and create they did, all aspects of a complex culture.

Some of the "agricultural time" was spent inventing, and some of these inventions were time and labor saving. Thus, the continued development of the agricultural way of life ultimately gave rise to the second "wave" . . . the industrial revolution.

Industrialization saw the emergence of large-scale manufacturing of a variety of goods, the assembly line, and the era of the skilled laborer. Rising from the masses of the population, this worker was the very backbone of the industrial process . . . running the machines, moving the materials, and providing the human effort that turned the wheels of industry. For the most part, these skills were frequently learned "on the job", and more often than not, the worker remained in that job for all the years of his working life. From this working class there also emerged labor unions, the concept of the forty hour week, and the present economy. This industrial society also influenced education, guiding it to teach principles that were consistent with the development of good industrial workers. This latter impact can still be seen today, in the occupational classes that are taught, in the emphasis on "shop" classes for all boys at certain grade levels, in the stressing of scheduled school activities (the importance of punctuality is significant in a factory), and in a myriad of other, more subtle aspects of school operation.

As the agricultural revolution gave rise to the industrial, so the industrial has now given rise to the technological revolution. But with the advent of technology has come a series of opportunities, challenges, and readjustments, the implications of which will be discussed in the following pages.

As a result of the changes that have taken place in the workplace we are no longer witnessing the phenomena of the "life-long career". Increasing levels of changes in this arena has meant that the average worker now will change careers several times during a lifetime and perhaps as many as seven or eight such changes will not be unusual! New jobs will continue to grow in the State, while the amount of training necessary to secure these positions will also increase. Conversely, there will also be more Californias unemployed during the period from 1985 to 2000 due to lack of training or possession of obsolete skills.

EMPLOYMENT LEVELS

A review of the following statistics will provide some insights into the employmente picture:

CIVILIAN EMPLOYMENT/UNEMPLOYMENT RATES

Year and Area	Employed	Unemployed	Percent Unemployed
1978			
U. S.	96,048,000	6,202,000	6.1%
California	10,134,000	774,000	7.1%
Orange County	969,800	49,700	4.9%
1979			
U. S.	98,824,000	6,137,000	5.8%
California	10,565,000	702,000	6.2%
Orange County	1,034,700	45,000	4.2%
1980			
U. S.	99,303,000	7,637,000	7.1%
California	10,791,000	790,000	6.8%
Orange County	1,067,800	49,000	4.4%
1981			
U. S.	100,397,000	8,273,000	7.6%
California	10,908,000	872,000	7.4%
Orange County	1,113,400	53,000	4.5%

(Source: Orange County Progress Report)

An interesting contrast can be obtained by comparing the above statistics for 1981 with unemployment statistics by educational level.

Education level vs. unemployment

(Note: The following figures represent the precentages of the total unemployed people falling into each of the three categories for the employment group examined. For example, this chart is saying for males, 70.4% of the unemployed males have had one to four years of high school education.)

34

Educational Levels vs. Unemployment

Employment Group	0 - 8 Years of Elementary School	1 - 4 Years of High School	1 - 4 Years of College
Civilian Work Force	11.7%	71.1%	15.4%
Males	13.3%	70.4%	14.6%
Females	9.5%	72.1%	16.5%
Whites	12.4%	53.9%	15.6%
Blacks	9.5%	75.6%	14.7%
Hispanics	34.7%	55.7%	8.9%

(Source: U. S. Bureau of Labor Statistics - Special Labor Force Report)

Unemployment by Occupational Area

Industry or Occupation	1978	1979	1980	1981
Agriculture	8.8	9.1	11.0	12.2
Construction	10.5	10.3	14.1	15.6
Manufacturing	5.5	5.6	8.5	8.3
Wholesale/ Retail	6.9	6.5	7.4	8.1
Government	3.9	3.7	4.1	4.7
Professional/ Technical	2.6	2.4	2.5	2.8
Non-farm Laborers	10.6	10.9	14.6	14.7

Manufacturing Labor Turnover Rates

	1979	1980	1981
Gross employee additions*	7.2	5.6	5.2
Gross employee reductions*	6.9	7.1	6.5

*Expressed in employees per month per 100 wage and salary workers.

Education and Employment

Against the backdrop of the changing world will be found a widening of the gap between the "knows" and "know-nots". In a society with a premium placed on knowledge and the ability to use information, the lack of general or specific knowledge will be a considerable handicap. Projected out in the future, perhaps twenty years, perhaps thirty, there will come a time where a high school education will not be sufficient to allow the majority of workers to find employment at a level that will be capable of supporting an individual, let alone a family! A recent communication from William Smith, Manager of the Human Resources Administration of Rockwell International, states, "Today, we employ fewer and fewer persons with just a high school education . . . we certainly do not have to wait 10 to 20 years to begin to advise our young people to obtain as much quality education as they can absorb . . . we will continue to employ persons who are technically well educated, who apply their skills in their professions and trades, and who have personal attributes that make them good contributers to company goals."

PRESENT INCOME OF GRADUATES

But if education is a requirement for "success" in the future, what are the present rewards for such efforts? A recent survey of 80 chairpersons of occupational education in California Community College has yielded the following responses to the questions indicated:

"What can a graduate of your program expect to learn by the end of their first year of employment?"

62% of the respondents reported that their graduates would be earning UNDER $8 per hour at this time. This equates to approximately $1,300 per month, or a take home income of approximately $1,100 per month. This, when compared with the results of the expense survey (see Economics sections of this report) would permit these graduates to live as a single person under the budget constraints as outlined earlier.

The complete results of this survey are as follows:

Hourly Wage	Percent Responding
$5.00 - 5.99	26%
$6.00 - 6.99	16%
$7.00 - 7.99	20%
$8.00 - 9.99	29%
Over $10	10%

A companion income question was asked of the survey respondents:

"What can the graduates of your program expect to earn at the end of their first five years of full time employment?"

The results were as follows:

Hourly Wage	Percent Responding
$ 6.00 - 7.99	6%
$ 8.00 - 9.99	33%
$10.00 - 11.99	19%
$12.00 - 13.99	17%
$14.00 - 15.99	14%
Over $16	11%

The above would indicate a yearly salary range of from $12,000 to $32,000 per year.

From the above figures, turning back to the consideration of the dilemma presented in the initial stages of this discussion (namely, the problem of Carl Waller), it would seem that at the present time, there is little solution that can be provided him by the community college occupational education programs!

Finances also have a way of working themselves into discussion of community college educational programs from the standpoint of the cost to the institution of operating the programs. A recent study conducted by Wellford Wilms of the Training Research Corporation in Santa Monica reports that the average cost of a placement of a graduate from a community college vocational education program to be $10,866 per student (the author cautions about drawing firm conclusions from this data due to reliability problems). His survey also reports that overall about 38% of vocational education students enrolled in community colleges complete their training, and of this number, only one-third find training-related employment.

IV. THE EDUCATIONAL COMPONENT

The community college is a living species, and like all living things is a dynamic portion of the environment in which it finds itself. It can change and can foster change, it can create response and can respond, and it can adapt or become extinct! It is to this latter concept that this portion of this paper is directed. What has been spread before the reader to this point is the environmental, economic, and employment contexts in which the community colleges of this era find themselves. In order for this community college organism to continue to both survive and thrive in this environment it must be responsive to the environmental changes and be prepared to muster its adaptive potential to change in accordance with the demands of the new environment. In order to achieve this end, the community college must focus its resources on such adaptive behavior and rebuild, restore, and retrench. It is vital that this be done, for the community colleges are the most accessible, most responsive, and the best equipped (in the operational sense) segment of higher education to accomplish the demanding goals of the emerging society.

To examine these adaptive behaviors, we must first examine, in summary, what has been said thus far in this analysis:

1. It is a certainty that in the next fifteen years that the population of the world, our Nation, California, and our County, will increase by a significant amount. Regardless of the population statistics one choses to believe, there will be more people in every community, more new communities formed, and more students to educate. In addition, increasing percentages of these students will come from minority backgrounds, many of which do not speak English as their primary language. Furthermore, increasing numbers of older students will apply pressures to alter the traditional curriculum and provide special interest courses and programs. Conversely, the numbers of "traditional" community college students, the 18 - 24 year age group will decline.

2. With the increase in population there will be an increase in population density, environmental deterioration, and greater pressures exerted on land use. This could well mean suggestions to reduce the size of community college campuses, development of programs in a wide variety of waste management areas, recycling of campus wastes, higher energy costs, and a host of other factors.

3. As population and population density increases, as industries are forced to become more technological in their processes, if the National debt is not controlled, and as resources become increasingly scarce, prices will continue to increase and the cost of living will continue a climb that it has started in 1940! Increased economic pressures on community colleges will mean increasing difficulty to maintain facilities, purchase state-of-the-art equipment and repair pre-existing equipment, pay competitive staff salaries, and offer programs that are appropriate to the needs of the communities they serve.
   For students, increased economic pressures will mean more will seek an education on a part time basis while pursuing full time employment to insure their survival. The students will feel these pressures in

rental housing, in home purchase, in transportation, in food, in clothing, in recreation, in short, in every aspect of their lives. These pressures will dominate their decision-making process, as they will for the community colleges.!

4. Education will be a critical ingredient of securing a good job in the future! Community college education will have demands placed upon it to provide both primary occupational training, remedial education, job retraining, and transfer education. In the past industrial era, financial capital was the key ingredient that fired the machines of progress, in the emerging technological era, this fuel is knowledge! Without this training, or in many cases, retraining, the opportunity for employment may simply not be present! This fact alone may create a "worker/non-worker" dichotomy in our society with considerable numbers of people permanently unemployed and unemployable! This, in turn, may lead to social unrest of considerable dimensions.

Against this background of what are essentially the conditions in operation outside of education, we must now set the scene of American schools and colleges. Fortunately, there have been a number of valuable studies done in this area and interest continues in the process of analysis of our educational system.

In August of 1981, then Education Secretary Terrel H. Bell appointed the National Commission on Excellence in Education to investigate the state of American education. After more than a year of study, the Commission produced its report, the now-famous "A Nation at Risk". The report explores the content, teaching, teacher training, standards, leadership, and expectations of our schools. A brief direct-quote condensation of this report follows:

A NATION AT RISK:

The Imperative for Educational Reform

Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world.

This report is concerned with only one of the many causes. While we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and a people. Others are matching and surpassing our educational attainments.

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. We have even squandered the gains in student achivement made in the wake of the Sputnik challenge. We have dismantled essential support systems which helped make those gains possible. We have, in effect, been committing an act of unthinking, unilateral educational disarmament.

Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them. This report, the result of 18 months of study, seeks to generate reform of our educational system in fundamental ways and to renew the nation's commitment to schools and colleges of high quality throughout the length and breadth of our land.

That we have compromised this commitment is, upon reflection, hardly surprising, given the multitude of often conflicting demands we have placed on our nation's schools and colleges. They are called on to provide solutions to personal, social, and political programs that the home and other institutions either will not or cannot resolve. These demands on our schools and colleges often exact an educational cost as well as a financial one.

The Risk

History is not kind to idlers. The time is long past when America's destiny was assured simply by an abundance of natural resources and inexhaustible human enthusiasm, and by our relative isolation from the malignant problems of older civlizations. We live among determined, well-educated, and strongly motivated competitors. We compete with them for international standing and markets, not only with products, but also with the ideas of our laboratories and neighborhood workshops. America's position in the world may once have been reasonably secure with only a few exceptionally well-trained men and women. It is no longer.

The risk is not only that Japanese make automobiles more efficiently than Americans and have government subsidies for development and export. The South Koreans recently built the world's most efficient steel mill. These developments signify a redistribution of trained capability throughout the globe. Knowledge, learning, information, and skilled intelligence are the new raw materials of international commerce and are today spreading throughout the world as vigorously as miracle drugs, synthetic fertilizers, and blue jeans did earlier. We must dedicate ourselves to the reform of our educational system for the benefit of all - old and young alike, affluent and poor, majority and minority. Learning is the indispensable investment required for success in the "information age" we are entering.

The people of the United States need to know that individuals in our society who do not posess the levels of skill, literacy, and training essential to this new era will be effectively disenfranchised, not simply from the materials rewards that accompany competent performance, but also from the chance to participate fully in our national life.

This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment and to manage their own lives, thereby serving not only their own interests but also the progress of society itself.

Indicators of the Risk

On nineteen academic tests American students were never first or second and, in comparison with other industrialized nations, were last seven times.

Twenty-three million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension.

Thirteen percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40%.

Average achievement of high school students on most standardized tests is now lower than twenty six years ago when Sputnik was launched.

Over half the population of gifted students do not match their tested ability with comparable achievement in school.

The College Board's Scholastic Aptitude Tests demonstrate a virtually unbroken decline from 1963 to 1980. Average verbal scores fell over 50 points and average mathematics scores dropped nearly 40 points.

Consistent declines in recent years in such subjects and physics and English.

Both the number and proportion of students demonstrating superior achievement on the S.A.T.'s (i.e., those with scores of 650 or higher) have also dramatically declined.

Many 17-year-olds do not possess the "higher order" intellectual skills we should expect of them. Nearly 40% cannot draw inferences from written material; only one-fifth can write a persuasive essay; and only one-third can solve a mathematics problem requiring several steps.

There was a steady decline in science achievement scores of U. S. 17-year-olds as measured by national assessments of science in 1969, 1973, and 1977.

Between 1975 and 1980, remedial mathematics courses in public four-year colleges increased by 72% and now constitute one-quarter of all mathematics courses taught in those institutions.

Average tested achievement of students graduating from college is also lower.

Business and military leaders complain that they are required to spend millions of dollars on costly remedial education and training programs in such basic skills as reading, writing, spelling, and computation. The Department of the Navy reported that one-quarter of its recent recruits cannot read at the ninth-grade level.

These deficiencies come at a time when the demand for highly skilled workers in new fields is accelerating rapidly. For example:

Computers and computer-controlled equipment are penetrating every aspect of our lives - homes, factories, and offices.

One estimate indicates that by the turn of the century millions of jobs will involve laser technology and robotics.

Technology is radically transforming a host of other occupations. They include health care, medical science, energy production, food processing, construction, and the building repair, and maintenance of sophisticated scientific, educational, military, and industrial equipment.

Educational researcher, Paul Hurd, concluded at the end of a thorough national survey of student achievement that, "We are raising a new generation of Americans that is scientifically and technologically illiterate." In a similar vein, John Slaughter, a former director of the National Science Foundation warned of "a growing chasm between a small scientific and technological elite and a citizenry ill-informed, indeed uninformed, on issues with a science component."

"Each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents."

The average graduate of our schools and colleges today is not as well-educated as the average graduate of 25 or 35 years ago.

Hope and Frustration

More and more young people emerge from high school ready neither for college nor for work. This predicament becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs shrinks, and new jobs demand greater sophistication and preparation.

Excellence in Education

We define "excellence" to mean several related things. At the level of the individual learner, it means performing on the boundary of individual ability in ways that test and push back personal limits, in school and in the workplace. Excellence characterizes a school or college that sets high expectations and goals for all learners, then tries in every way possible to help students reach them. Excellence characterizes a society that has adopted these policies, for it will then be prepared through the education and skill of its people to respond to the challenges of a rapidly changing world. Our nation's people and its schools and colleges must be committed to achieving excellence in all these senses.

Our goal must be to develop the talents of all to their fullest. We should expect schools to have genuinely high standards rather than minimum ones, and parents to support and encourage their children to make the most of their talents and abilities.

The search for solutions to our educational problems must also include a commitment to lifelong learning.

The Learning Society

Educational reform should focus on the goal of creating a Learning Society. Such a society has as a basic foundation the idea that education is important not only because of what it contributes to one's career goals but also because of the value it adds to the general quality of one's life. Without lifelong learning, one's skills will become rapidly dated.

For too many people education means doing the minimum work necessary for the moment, then coasting through life on what may have been learned in its first quarter.

Basic literacy has become the goal rather than the starting point. In some colleges maintaining enrollments is of greater day-to-day concern than maintaining rigorous academic standards. The ideal of academic excellence as the primary goal of schooling seems to be fading across the board in American education.

Findings

We conclude that declines in educational performance are in large part the result of disturbing inadequacies in the way the educational process itself is often conducted.

A. Findings Regarding Content

By content we mean the very "stuff" of education, the curriculum.

1. Secondary-school curricula have been homogenized, diluted, and diffused to the point that they no longer have a central purpose. In effect, we have a cafeteria-style curriculum in which the appetizers and desserts can easily be mistaken for the main courses.
2. This curricular smorgasbord, combined with extensive student choice, explains a great deal about where we can find ourselves today.
3. Twenty-five percent of the credits earned by general-track high school students are in physical and health education, work experience outside the school, remedial English and mathematics, and personal service and development courses, such as training for adulthood and marriage.

B. Findings Regarding Expectations

We define expectations in terms of the level of knowledge, abilities, and skills school and college graduates should possess. They also refer to the time, hard work, behavior, self-discipline, and motivation that are essential for high student achievement. Such expectations are expressed to students in several different ways:

1. By grades, which reflect the degree to which students demonstrate their mastery of subject matters;
2. Through high school and college graduation requirements, which tell students which subjects are more important;
3. By the presence or absence of rigorous examinations requiring students to demonstrate their mastery of content and skill before receiving a diploma or a degree;
4. By college admissions requirements, which reinforce high school standards; and
5. By the difficulty of the subject matter students confront in their texts and assigned readings.

Our analyses in each of these areas indicate notable deficiencies:

1. The amount of homework for high school seniors has decreased (two-thirds report less than one hour a night) and grades have risen as average student achievement has been declining.

2. In many other industrialized nations, courses in mathematics (other than arithmetic or general mathematics), biology, chemistry, physics, and geography start in grade six and are required of all students. The time spent on these subjects, based on class hours, is about three times that spent by even the most science-oriented U. S. students, i.e., those who select four years of science and mathematics in secondary school.
3. A 1980 state-by-state survey of high school diploma requirements reveals that only eight states require high schools to offer foreign language instruction, but none requires students to take the courses. Thirty-five states require only one year of mathematics, and 36 require only one year of science of a diploma.
4. In 13 states, 50% or more of the units required for high school graduation may be electives chosen by the student.
5. "Minimum competency" examinations (now required in 37 states) fall short of what is needed, as the "minimum" tends to become the "maximum", thus lowering educational standards for all.
6. One-fifth of all four-year public colleges in the United States must accept every high school graduate within the state regardless of program followed or grades, thereby serving notice to high school students that they can expect to attend college even if they do not follow a demand course of study in high school or perform well.

C. Findings Regarding Teaching

The Commission found that not enough of the academically able students are being attracted to teaching; that teacher-preparation programs need substantial improvements; that the professional working life of teachers is on the whole unacceptable; and that a serious shortage of teachers exist in key fields.

1. Too many teachers are being drawn from the bottom quarter of graduating high school and college students.
2. The teacher-preparation curriculum is weighted heavily with courses in "educational methods" at the expense of courses in subjects to be taught.
3. The average salary after twelve years of teaching is only $17,000 per year, and many teachers are required to supplement their income with part-time and summer employment.
4. Despite widespread publicity about an overpopulation of teachers, severe shortages of certain kinds of teachers exist; in the fields of mathematics, science, and foreign languages; and among specialists in education for gifted and talented, language minority, and handicapped students.
5. The shortage of teachers in mathematics and science is particularly severe.
6. Half of the newly employed mathematics, science, and English teachers are not qualified to teach these subjects; fewer than one-third of U. S. high schools offer physics taught by qualified teachers.

Recommendation A: Content

We recommend that state and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their four years of high school:

(a) Four years of English;
(b) Three years of mathematics;
(c) Three years of science;
(d) Three years of social studies; and
(e) One-half year of computer science.

For the college-bound, two years of foreign language in high school are strongly recommended in addition to those taken earlier.

Knowledge of the New Basics is the foundation of success for the after-school years and, therefore, forms the core of the modern curriculum.

Implementing Recommendations

1. The teaching of English in high school should equip graduates to:
   a) comprehend, interpret, evaluate, and use what they read;
   b) write well-organized, effective papers;
   c) listen effectively and discuss ideas intelligently; and
   d) know our literacy heritage and how it enhances imagination and ethical understanding, and how it relates to the customs, ideas, and values of today's life and culture.

2. The teaching of mathematics in high school should equip graduates to:
   a) understand geometric and algebraic concepts;
   b) understand elementary probability and statistics;
   c) apply mathematics in everyday situations; and
   d) estimate, approximate, measure, and test the accuracy of their calculations.

3. The teaching of science in high school should provide graduates with an introduction to:
   a) the concepts, laws, and processes of the physical and biological sciences;
   b) the methods of scientific inquiry and reasoning;
   c) the application of scientific knowledge to everyday life; and
   d) the social and environmental implications of scientific and technological development.

4. The teaching of computer science in high school should equip graduates to:
   a) understand the computer as an information, computation, and communication device;
   b) use the computer in the study of the other basics and for personal and work-related purposes; and
   c) undertand the world of computers, electronics, and related technologies.

5. The high school curriculum should also provide students with programs requiring rigorous effort in subjects that advance students' personal, educational, and occupational goals, such as the fine and performing arts and vocational education.

6. The curriculum in the crucial eight grades leading to the high school years should be specifically designed to provide a sound base for study in those and later years in such areas as English language development and writing, computational and problem-solving skills, science, social studies, foreign language, and the arts. These years should foster an enthusiasm for learning and the development of the individual's gifts and talents.

Recommendation B: Standards and Expectations

We recommend that schools, colleges, and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that four-year colleges and universities raise their requirements for admissions. This will help students do their best educationally with challenging materials in an environment that support learning and authentic accomplishment.

Implementing Recommendations

1. Grades should be indicators of academic achievement so they can be relied on as evidence of a student's readiness for further study.

2. Four-year colleges and universities should raise their admissions requirements and advise all potential applicants of the standards for admission in terms of specific courses required, performance in these areas, and levels of achievement on standardized achievement tests in each of the five basics and, where applicable, foreign languages.

3. Standardized tests of achievement (not to be confused with aptitude tests) should be administered at major transition points from one level of schooling to another and particularly from high school to college or work. The purpose of these tests would be to:

   a) certify the student's credentials;
   b) identify the need for remedial intervention; and
   c) identify the opportunity for advanced or accelerated work.

4. Textbooks and other tools of learning and teaching should be upgraded and updated to assure more rigorous content.

5. In considering textbooks for adoption, states and school districts should:

   a) evaluate texts and other materials on their ability to present rigorous and challenging material clearly; and
   b) require publishers to furnish evaluation data on the material's effectiveness.

6. Funds should be made available to support text development in "thin-market" areas, such as those for disadvantaged students, the learning disabled, and the gifted and talented.

7. All publishers should furnish evidence of the quality and appropriateness of textbooks, based on results from field trials and credible evaluations.

8. New instructional materials should reflect the most current applications of technology in appropriate curriculum areas.

Recommendation C: Time

Implementing Recommendations

1. Students in high schools should be assigned far more homework than is now the case.

2. Instruction in effective study and work skills, which are essential if school and independent time is to be used efficiently, should be introduced in the early grades and continued throughout the student's schooling.

3. Seven-hour school days as well as 200-220 day school year.

4. The time available for learning should be expanded through better classroom management and organization of the school day.

5. The burden on teachers for maintaining discipline should be reduced through the development of firm and fair codes of student conduct that are enforced consistently, and by considering alternative classrooms, programs, and schools to meet the needs of continually disruptive students.

6. Attendance policies with clear incentives and sanctions should be used to reduce the amount of time lost through student absenteeism and tardiness.

7. Administrative burdens on the teacher and related intrusions into the school day should be reduced to add time for teaching and learning.

8. Placement and grouping of students, as well as promotion and graduation policies, should be guided by the academic progress of students and their instructional needs, rather than by rigid adherence to age.

Recommendation D: Teaching

1. Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline.

2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.

3. School boards should adopt an 11-month contract for teachers.

4. School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructor, the experienced teacher, and the master teacher.

5. Substantial nonschool personnel resources should be employed to help solve the immediate problem of the shortage of mathematics and science teachers.

6. Incentives, such as grants and loans, should be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage.

7. Master teachers should be involved in designing teacher-preparation programs and in supervising teachers during their probationary years.

Recommendation E: Leadership and Fiscal Support

1. We believe that school boards must consciously develop leadership skills at the school and district levels if the reforms we propose are to be achieved.

2. State and local officials, including school-board members, governors, and legislators, have the primary responsibility for financing and governing the schools, and should incorporate the reforms we propose in their educational policies and fiscal planning.

3. The Federal Government has the primary responsibility to identify the national interest in education.

America Can Do It

Despite the obstacles and difficulties that inhibit the pursuit of superior educational attainment, we are confident, with history as our guide, that we can meet our goal.

A Word to Parents and Students

The task of assuring the successd of our recommendations does not fall to the schools and colleges alone.

To Parents:

You know that you cannot confidently launch your children into today's world unless they are of strong character and well educated in the use of language, science, and mathematics.

You have the right to demand for your children the best our schools and colleges can provide.

But your right to a proper education for your children carries a double responsibility. As surely as you are your child's first and most influential teacher, your child's ideas about education and its significance begin with you. You must be a living example of what you expect your children to honor and to emulate. Moreover, you bear a responsibility to participate actively in your child's education. You should encourage more diligent study and discourage satisfaction with mediocrity and the attitude that says "let it slide"; monitor your child's study; encourage good study habits; encourage your child to take more demanding rather than less demanding courses; nurture your child's curiosity, creativity, and confidence, and be an active participant in the work of the schools. Above all, exhibit a commitment to continued learning in your own life. Finally, help your children understand that excellence in education cannot be achieved without intellectual and moral integrity coupled with hard work and commitment. Children will look to their parents and teachers as models of such virtues.

To Students:

You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return. If you do not, you will have your future thrust upon you by others. Take hold of your life, apply your gifts and talents, work with dedication and self-discipline.

A Final Word

It is their America, and the America of all of us, that is a risk; it is to each of us that this imperative is addressed. It is by our willingness to take up the challenge, and our resolve to see it through, that America's place in the world will be either secure or forfeited. Americans have succeeded before and so we shall again.

Every educational institution in the Nation should closely examine this report to determine those areas that might be descriptive of their operation and to devise strategies that would be useful in correcting any present operational shortcomings. Furthermore, the recommendations for improvement of educational programs should receive the most careful consideration for implementation.

A second study worthy of note was undertaken by the Study Group on the Conditions in American Higher Education (October 1984) analyzed the present state of American higher education and has also made a series of recommendations. They are as follows:

Scope and Impact of Higher Education:

... Our colleges, community colleges, and universities enroll more than 12 million students, employ nearly 2 million workers, and account for 3% of the Gross National Product.

... Three in five of all American high school graduates now enroll in college:
    More than half are women
    One of every six is a minority
    Two out of five are over age 25
    Fewer than three in five are attending college full-time

Growth and Change:

... Since 1950, enrollment in higher education has increased almost 400%, while the number of institutions has increased by almost 60%. This increase in institutions includes over 600 community colleges that have been created since 1960.

... One in three of the college freshmen have delayed entry into college after high school.

... More than two in five undergraduates attend college part-time.

... Over half the bachelor's degree recipients take more than the traditional four years to complete the degree.

Warning Signals:

... One out of eight highly able high school seniors does not enter college.

... Only half the students who start college intending to get a bachelor's degree actually attain this goal.

... Student performance on 11 of 15 major Subject Area Tests of the Graduate Record Examinations declined between the years 1964 and 1982. The sharpest declines occurring in subject requiring high verbal skills.

... The proportion of bachelor's degrees awarded in arts and sciences fell from 49% in 1971 to 36% in 1982. Community colleges degrees in arts and sciences fell from 57% in 1970 to 37% in 1981, with a corresponding rise in occupational degrees.

... Since 1977, the proportion of entering freshmen intending to major in physical sciences declined by 13% . . . in the humanities by 17% . . . in biological sciences by 21%!

... The proportion of faculty teaching part-time increased from 23% in 1966 to 41% in 1980.

... The proportion of entering freshmen intending to pursue careers as college professors dropped from 1.8% in 1966 to 0.2% in 1982!

... 14 of 50 State University systems have increased requirements and standards, but only for admissions, not graduation.

Recommendations for Increasing Student Involvement

The Study Group made the following recommendations:

1. College administrators should reallocate faculty and other institutional resources toward increased service to first and second year students.
2. Faculty should make greater use of active modes of teaching and require that their students take greater responsibility for their learning.

3. Learning technologies should be designed to increase, and not reduce, the amount of personal contact between students and faculty on intellectual issues.
4. All colleges should offer a systematic program of guidance and advisement that involves students from matriculation through graduation.
5. Every institution of higher education should strive to create learning communities, organized around specific intellectual themes or tasks.
6. Academic and student services administrators should provide adequate fiscal support, space, and recognition to existing cocurricular programs and activities for purposes of maximizing student involvement.
7. Academic administrators should consolidate as many part-time teaching lines into full-time positions as possible.
8. Faculties and chief academic officers in each institution should agree upon and disseminate a statement of the knowledge, capacities, and skills that students must develop prior to graduation.
9. All bachelor's degree recipients should have at least two full years of liberal education. In most professional schools, this will require extending undergraduate programs beyond the usual four years.
10. Liberal education requirements should be expanded and reinvigorated to ensure that curricular content, capacities of analysis, problem solving, communication, and synthesis are developed and that knowledge from various disciplines is integrated.
11. Each institution should examine and adjust the content and delivery of the curriculum to match the knowledge, capacities, and skills it expects students to develop.
12. Community colleges should supplement the credit system with proficiency assessments both in liberal education and in the student's major as a condition of awarding of degrees.
13. Institutions should offer remedial courses and programs where necessary but should set standards and employ instructional techniques in those programs that will enable students to perform well subsequently in college-level courses.
14. In rewarding faculty through retention, promotion, tenure, and compensation, all college officials directly responsible for personnel decisions should both define scholarships broadly and demand that faculty demonstrate that scholarship.
15. College presidents should strive to ensure that the behavior of their institutions evidences the ideals of honesty, justice, freedom, equality, generosity, and respect for others - the necessary values of community.
16. Faculty and academic deans should design and implement a systematic program to assess the knowledge, capacities, and skills developed in students by academic and cocurricular programs.
17. In changing current systems of assessment, academic administrators and faculty should ensure that the instruments and methods used are appropriate for (1) the knowledge, capacities, and skills addressed and (2) the stated objectives of undergraduate education at their institutions.
18. Faculty should participate in the development, adoption, administration, and scoring of the instruments and procedures used in student assessment and, in the process, be trained in the ways of using assessment as a teaching tool.

19. College officials directly responsible for faculty personnel decisions should increase the weight given to teaching in the processes of hiring and determining retention, tenure, promotion, and compensation, and should improve means of assessing teaching effectiveness.
20. Student evaluations of academic programs and the learning environments should be conducted regularly. The results should be widely disseminated as a basis for strengthening the quality of undergraduate baccalaureate education.
21. To balance the specialization of graduate training in the disciplines, graduate departments should require applicants for admission to present evidence of a broad undergraduate liberal arts education.
22. Graduate deans and department chairs should develop ways of helping prospective faculty in all disciplines (1) to learn about the history, organization, and culture of American higher education and (2) to develop their understanding of teaching and learning.
23. State and system-level officials should minimize the intrusions of administrative and fiscal agencies into the daily and routine operations of public colleges, community colleges, and universities.
24. Accrediting agencies should hold colleges, community colleges, and universities accountable for clear statements of expectations for student learning, appropriate assessment programs to determine whether those expectations are being met, and systematic efforts to improve learning as a result of those assessment.
25. State officials should establish special and alternative funding for both public and private institutions to encourage efforts that promote student involvement and institutional assessment.
26. State legislatures and boards of trustees should reverse the decline in faculty purchasing power by increasing faculty salaries at a rate greater than inflation.
27. Federal and state agencies, private foundations, colleges and universities, research organizations, and researchers concerned with higher education should focus their funding strategies and research activities on how to facilitate greater student learning and development.

Recommendations to Students:

1. Seek out a faculty member who can be an intellectual mentor, an advisor, and a friend.
2. Take particular advantage of the advising and counseling services during your first two years. Insist that faculty and other advisors be accessible and that their advice evidences comprehensive knowledge of your abilities, needs and goals.
3. Make every effort to invove yourself in some campus activity, club, or organization that will require you to draw upon what you have learned in your course work.
4. Give some thought as to how you can contribute to the life of the campus.
5. Try to attend college full time for at least a part of your college career.
6. Try to limit your employment to no more than 15-20 hours per week.

7. Make sure that you take at least one independent study course and one internship during your college career, and that these experiences involve research and the opportunity to apply theory to problems in the world beyond the campus.
8. Make certain that you have a comprehensive knowledge of science, foreign language, and can perform a high quality analysis of data, texts, or artifacts in your major field. You should also be capable of performing a high quality synthesis of information from your major and minor fields.
9. Insist on participating in regular evaluations of your institution's program offerings and environments. Don't merely criticize . . . suggest alternatives and defend them!
10. Over the next 15 years and into the next century, our Nation will require citizens who have learned how to learn . . . who can identify, organize, and use all of the learning resources at their disposal. It will depnd upon creative people who can synthesize and reshape information and who can analyze problems from many different perspectives. It will require people who will share their knowledge and intellectual abilities in family, community, and National life.

Becoming one of those people will entail risks on your part. In all of our recommendations we have urged you to get as involved as you can with you own education . . . and getting involved is a risky business. Accept the challenge. The rewards are worth it!

Taken together, these two reports say some powerful things about the future of the American society, particularly when viewed in context with the prior discussions of the environmental, economic, and employment components of our society. In this context the decline of academic achievement, the decline in the comparative position of the American student in relation to students from other industrialized nations, and the lack of skills in areas which constitute basic literacy, seriously threaten the future of a society moving rapidly toward a technology base. Furthermore, the scientific illiteracy of the average citizen/voter could seriously impair the progress of the Nation in all such areas where an informed citizenry must vote on scientific issues. The problem is deep and wide, and the future of the Nation may lie in the balance.

Several points in the "Nation at Risk" report are worthy of repetition:

1. On 19 academic tests, American students were never first or second . . . in comparison with students from other industrialized nations . . . and our students were last seven times!

2. Twenty-three million Americans are functionally illiterate.

3. Thirteen percent of all 17-year-olds in the United States can be considered functionally illiterate.

4. Functional illiteracy among minority youth may run as high as 40%.

5. Over half of the population of gifted students do not match their tested ability with comparable achievement in school.

6. Of 17-year-olds, nearly 40% cannot draw inferences from written material; only one-fifth can write a persuasive essay.

7. In the five years from 1975 to 1980, remedial mathematics courses in public four-year colleges increased by 72%. Now equals one-fourth of all mathematic courses taught.

8. A 1980 survey of high school diploma requirements revealed that only eight states require high schools to offer foreign language instruction and no state requires students to take foreign language in order to graduate.

9. In thirteen states, 50% or more of the units required for high school graduation may be electives chosen by the student.

10. One fifth of all public four-year colleges in the United States are required to accept every high school graduate who applies, regardless of the high school program they followed or the grades received. This serves notice that the student can expect to attend college even if they did not follow demanding courses or perform well academically.

11. Many teachers are being drawn from the bottom quarter of their graduating classes in high school and college.

12. Educational methods courses are weighing heavily upon the curriculum in teacher preparation programs, at the expense of courses in the subjects to be taught.

All of the above points to the decline in educational quality and student academic performance precisely at a time when there is a critical need for greater literacy, academic quality, and increasing the depth and breadth or the intellectual preparation.

For the community college, these demands will become intensified as increasing numbers of ill-prepared students seek to remediate, to retrain, and to retrench their lives. As an institution of last resort for many, the increasing student pressures on the one hand and the increasing economic pressures on the other will place these institutions in a most difficult position.

COMMUNITY COLLEGES

Attention should now be directed toward how the community colleges of the future might cope with this massive challenge and assist their clients, the students in the achievement of their educational, occupational, and personal goals. In order to accomplish all of these things, there will be need for massive changes, retrenchment, and a careful and continuing analysis of the world about them. In this way, the adaptive potential of the institutions will be maximized and continued evolution assured.

The thrust of education in the community colleges will most likely be more practical (geared toward direct employment), or shorter duration (students will need to obtain employment more rapidly), involving more years of a person's life, (life-long learning will become reality as people train, upgrade, retrain, and enrich), individualized (as the uniqueness of each learner is more thoroughly understood), self-paced (to allow for more rapid or more leisurely modes of learning), and will provide the student with a variety of ways of learning the same block of subject matter (imagine attending your community college and having a choice of learning History 1A by traditional classroom lecture method; a self-directed personal computer/video disc tutorial; home study via television with supplemental lectures on campus; or a project-oriented individual study). The community colleges of the future will exhibit an increasing sensitivity to the free time available to students for the learning process, and will show this recognition through the extension of the learning day on campus (both earlier and later classes) and by a reorganization of the school year, and by a variation of the pace of learning in classes. This will likely be evidence by:

1. A change in the traditional two semesters and a summer session to a "trimester system" where colleges will operate on a year-round basis with three semesters of fifteen weeks each.
2. As an alternative to this, the community colleges will also offer a study program that will provide learners with an "open-entry-open-exit program" permitting them to learn at their own pace and thus have the potential of completing courses as rapidly as they can assimilate information.
3. A third way of "packaging courses" will be by offering them in highly concentrated "blocks" wherein the student may attend a class four days (or evenings) per week for four weeks and complete an entire course in that period of time.

All of these changes will allow students to complete the standard community college Associate program in far less time than is presently experienced. Similarly, more and more community colleges will form "partnerships" with "contract education" in exchange for their providing equipment and facilities for on-site educational programs that would be too costly for the college districts to provide (due to equipment/facilities costs).

The community college will thus become more of a functional entity than a spacial one . . . the expansion of the colleges, and the concept, will move away from the campus orientation of the past and into the community itself. This will be accomplished through classes taught at community centers, in businesses and industries, through library-based self-instructional programs and in the homes of students via instructional television and cable links to personal computers. The community college will become the community learning center and the focus of this center will be on the needs of the individual student. Students will come to the campuses to receive instruction in the traditional sense. The libraries (learning resource centers) will be a special place where they can both check out books and instructional software packages that will be parts of or entire courses; the counseling services will be educational diagnostic centers where students can be assessed in terms of aptitudes, cognitive styles, skill levels in a wide variety of subjects, past learning, needs for developmental enhancement, and the student's future plans. The centers will then weave from these threads the tapestry of the student's educational program at the community college.

Certainly, the most challenging of tasks for administrators and board members will be the management of the diversified function of the community college of this era! Scheduling, assessment of student needs, arranging for course and program development, physical space arrangements, educational contracts negotiations, which are all carried out to some extent presently in community colleges, will be intensified in the future along with the myriad of other responsibilities that are within current position requirements.

FACULTY

The real challenges for the future will rest with the faculty! With an increasing emphasis on the individualized approach to instruction, and with a diminishing of the classroom instructor as a "teller" of educational information (for instructors are the most expensive of all instructional delivery devices), the role of the instructor will gradually shift to that of a "manager of the learning process". In this role, the instructor will call upon the diagnostic efforts of the counseling center and use them to prescribe a series of educational experiences for the individual student that is in tune with needs, past experiences, cognitive style, aptitudes, and future goals.

This will permit the student to maximize his/her time devoted to instruction, and the self-paced, individualized, mode of delivery will permit the student to select the time at which to receive an education. These changes in educational structure must assume a continual training and retraining of instructors and a vastly changed approac to teacher education. Instructors of the future will need to be trained as both subject-area experts and communications experts. Courses will need to be presented that will teach them "teaching methods" far beyond what is currently being undertaken, using, for example, a highly sophisticated cadre of instructional technology for use in both traditional and non-traditional instructional delivery. In addition, they will also need to be trained to prescribe educational experiences that will be in keeping with the diagnostic information obtained from the counseling centers. Cognitive style, past learning experiences, aptitudes, out-of-school learning experiences, student time schedules, and individual learning rates will be quantified to a point where all of this information is brought to a focus on the student and the learning prescription will replace the single-method lecture class of today!

We can no longer base our instructional program on the assumption that all students learn at the same rate and in the same manner, nor can we hold time as a constant as we have for so many decades and make learning the variable. Grades of A, B, C, D, and F are testimony that we do not expect the same degree of understanding in all of our students in a given period of time! Why not expect that all students will ultimately achieve a basic level of subject area competancy in whatever period of time they require to achieve that level of understanding? We must recognize that to complete a course in General Biology requires the mastery of a series of concepts and their attendant factual information . . . and this CAN be accomplished in one semester, but for many students it can be accomplished in a much shorter period of time . . . and for some the same level of mastery may take considerable longer! But the mastery of the information is the crucial ingredient . . . not the "spending of a certain number" of required hours in a classroom.

The wise faculty negotiator and district administrator will take special note for the need to plan for these delivery alternatives and will, in the next five years, plan for the release of key members of the present faculty to provide the educational leadership that will be necessary to provide for the changing needs of students and thus project the community colleges into the year 2000. Without this type of planning, the above mentioned "adaptability" cannot be assumed.

Clearly, faculty roles in the future will most likely contain less in-class instruction time, yet as much or more student contact time through the variety of activities they will be pursuing in the management of the learning process of each of their students. Once freed of the obligation of instructional delivery, they will be able to design, manage, evaluate, and redevelop instructional programming . . . they will then be truly "teachers" and not "dispensers" of information. While this yoke of instructional management may sit uncomfortably on their shoulders at first, it is certain to prove the best way to propel community college education into the twenty-first century!

ARTICULATION

Another topic of vital moment to students, society, and the community college is articulation. How well do we, as community college educators, know what's going on in the elementary, high school, and university classrooms? We are, or should be, vitally interested in this subject . . . for we are heir to the efforts of the elementary and secondary teachers who struggle to impart basic knowledge into our students before we inherit them, and we serve the opposite function when our students transfer to other institutions. Every staff member has a vital interest in the basic education of our students . . . how great are their skills in reading, oral and written expression, mathematical computational abilities? How great is their understanding of the arts? What do they know of the historical and social perspectives of this Nation and the world? Do they understand anything of business and economics? What do they know of modern science, the functioning of their own bodies, the environment? What about their learning attitudes . . . do they enjoy stretching their brains in new directions . . . if not, why not? Are there some students among them who are gifted, yet burned out? Are there others who are undiscovered talents? How well do we "track" students with special needs through the elementary-secondary-community college system? We could go on forever asking questions on this topic . . . answers are harder to find than questions.

Articulation is a vital function and certainly one channel through which the community colleges can keep their finger on one aspect of the total community pulse. This process of maintaining community feedback is of considerable importance in an era of rapid change. As has been said, articulation is but one of a number of means that should be pursued by the districts. In addition to the close contracts with neighboring school districts and universities, other community contacts for this purpose would include:

1. Community advisory committees
2. Vocational advisory committees
3. Feedback via the Board of Trustees
4. Athletics support groups
5. Contacts via community service clubs
6. Fine arts support groups
7. Legislative advocates/contacts
8. Faculty groups
9. Student groups
10. Local business/industry
11. Surveys of local and regional significance
12. Professional accrediting associations

CHANGE IN PERSPECTIVE

If we examine the past sixteen years, we will find that a great deal of major change has taken place. In 1968, the micro-computer revolution had not begun; there were 25 million less people in the United States. Television's yearly gross revenues were $650 million fewer than at present; manufacturing activities were still strongly "worker-oriented" processes; advertising revenues were roughly half the present figures. There were 1.6 million fewer people going to college. There were 200,000 MORE people enrolled in high school! What all of this has to do with the community college and the "coming of age of individualized education" is simply that we are seeing a great number of changes all about us. Yet how many of these changes do we see in the methods and subject matter of our educational system? We are in transition to a learning-based society (economy) that should bring with it the greatest of opportunities and responsibilities for education, educators, and students. Yet we are now seeing over 200 large corporations in this country conducting their own "basic education (3 R's)" programs instead of utilizing the existing services of the public education system! In contemplation of many of the changes that are predicted for community college education between now and the year 2000, this researcher sent a form to a group of community college educators from around the State. It is still more interesting to note that only one, of the group of 30, bothered to respond. The questions were difficult, perhaps too difficult. They asked about financing, competition between community colleges, State colleges, proprietary schools, and ROP's. They also asked about local and State control, faculty groups, and educational process.

A similar questionnaire sent to leaders in industry yielded a 92% response! These responses indicated that community colleges need to devote more efforts toward basic skills (reading, oral and written communication, science, and math); they reported decreasing opportunities for persons with only a high school education, the increased necessity for computer literacy among employees, a general lack of preparedness of entry-level workers in the areas of mathematics and basic skills, a readiness of the industries to cooperate with the community colleges in "partnership" ventures, and the increasing need for a means by which workers can be trained and retrained in an efficient manner.

SUMMARY

A recent conference on the future of the California Community Colleges listed ten areas of influence on the future of the community college. These areas reflect the changes that are currently being experienced in society in general, the economic base, and the basic values of our civilization. They are as follows:

1. An increased intermittency in student's educational pathways. Trends toward full time work and part time education, as opposed to the former full time education and part time employment. Periods where students cease going to school, then return at a later period of their lives.

2. Life-long learning. Students attending some form of education for the majority of years of their lives because of accelerating accumulation of knowledge and the need to keep pace with it in a variety of fields.

3. The emergence of knowledge as the critical ingredient of the industry of the future. The former industrial-based economy was capital-intensive, that is, it required money to purchase the machinery and labor to manufacture goods. The emerging technological society is knowledge-intensive; it requires information of a highly technical nature to conceptualize and set in motion the industries of the future.

4. Worker-retraining. In this period of transition, we will find literally tens of thousands of workers who will either retrain or never regain their previous level of employment!

5. Remedial education more significant. Previously, those with lesser skills in basic subjects could still have hope of attaining high incomes and the attendant standard of living by developing manual skills to a high degree. In a knowledge-intensive environment, it will take more than these skills to attain the same goals; thus remediation will become more significant.

6. Greater need for English as a second language. With the continued influx of foregin-born people into our society, there is an increasing need to provide them with language-based and cultural-based learning to better prepare them for total survival in our society.

7. Need for the liberal arts core. Within all of the demand for specific knowledge, there is a greater-than-ever need to retain the liberal arts heritage that is the foundation of our society.

8. Diminishing transfer function. At the present time, community colleges are transferring between 4-8% of their annual student enrollment to four-year institutions. It is anticipated, unless there are significant changes in the recruiting policies of the state colleges and universities, that this number will decline over the next two decades.

9. Increase in vocational training. To survive in our present economy, the vast majoriety of individuals need to obtain occupational traning in as rapid a manner as possible and to secure employment. The rapid rise of private-sector vocational training institutions nation-wide is testimony to the accuracy of this statement. Vocational education will continue to expand in the foreseeable future, both as initial training for younger students and as retraining for displaced workers from other declining fields.

10. A strong and diverse economy, but affected by considerable regional differences. The educational/training needs of the formerly industrialized Northeast will not be the same as the needs in North Orange County! Planners must look to national trends, but must devote particular attention to their region!

To continue to make the community college the most responsive, the most accessible, and the most beneficial educational institution in our communities will require careful attention to the trends and the requirements of the many facets of our society that we have discussed, and of greatest significance, we must dedicate ourselves to the hopes, aspirations and dreams of the students we serve.

It is to this end that we must direct all of our efforts in the years to come!

Postscript:

Little can be said to deny that our world is changing. Our population is increasing; becoming more complex; requiring more money for: food, housing, recreation, goods and services, and raw materials; and certainly more demanding of educational services. For the first time in our history thousands of workers are becoming obsolete and this trend will create new demands on our educational system. Because of the unique position of the community college, much of this pressure for re-education, retraining, and the salvaging of these lives will rest on doorsteps. The meeting of this demand will be confounded by dwindling monetary support, aging school plants, and inappropriate tools for learning. At the same time, the issue of quality in education will require that community colleges maintain and elevate present standards to insure adequacy in graduates.

In all of this there is yet another issue that will continue to emerge . . . the competition for students! At the present time there are private colleges and universities, state universities, vocational schools, ROP's and community colleges all in the post secondary education marketplace. While competition for some students exists between these entities today, as economic times become tougher, as student choice continues to be diluted by new schools opening (in the private sector, primarily), and as occupational counseling becomes a critical issue, we may see dramatic shifts in the stated "purpose" of various segments of the post secondary education providers to attempt to "capture a greater share of the market."

Finally, it must be said of the community college movement that the unique combination of talents, sensitivities, and abilities of their staff members have placed them in a position of consistent leadership in following the needs of students and the best interests of the communities they serve. This is the one constant that can be counted on as they approach the year 2000. Simply stated, the community colleges will continue to thrive and will continue to serve their students, because that is their imperative!

APPENDIX

On the following pages you will find:

1. A suggested approach for futures planning in community college districts.
2. A comparison of the tuition rates at community colleges around the Nation.
3. Summary of key 1980 census data by zip codes. While this data may not be appropriate to the reader's area, it is nevertheless representative of the type of demographic information that is readily available from these sources.
4. Bibliography.

Suggested Approach for Community College Futures Planning

The following is provided as a suggestion for one way of approaching futures planning in a community college district.

PURPOSE:

To institute dialogue within the staff members of the district that will lead to the development of a long range plan for the continuation of a curriculum that is appropriate to the needs of the students of the college(s) and the communities served.

GOALS:

1. To enhance the academic quality and standards of the district.
2. To increase the appropriateness of the courses and programs of the district to the students and community served.
3. To strengthen the transfer and non-transfer programs of the District by increasing emphasis on articulation with local high schools, transfer institutions, and local business and industry.
4. To provide a focal point toward which instructional planning of the district can be directed, in order to produce a coordinated, adaptive program that will continue to evolve in strength, quality, academic standards, and diversity.
5. To integrate the intellectual needs of the community with the physical, financial, and educational needs of the district.
6. To provide a broad-based decision-making resource for the educational planning of the next two decades.
7. To insure the continued viability of the courses and programs that make up the district, as society moves through all of the changes that are likely to occur in the next two decades

MODE OF ACHIEVEMENT:

In order to achieve all of the above goals, it is recommended that a district-wide committee be developed to pursue the following:

1. Establishment of the preliminary goals for the planning process.
2. Collection and assessment of data related to the future.
    a. Population trends
    b. Economic trends
    c. Employment trends
    d. Educational trends
        (1) Assessment of present student characteristics
        (2) Projection of future student characteristics
        (3) Assessment of success of present instructional delivery
        (4) Exploration of alternative means of instructional delivery

3. Refinement of goals and objectives based on data collection.
4. Refined data collection, as needed, based on refined goals and objectives.
5. Development of strategies and initial plan.
6. Distribution of initial plan to all segments of the District for comment and refinement.
7. Development of final Instructional Futures plan.
8. Development of method for implementation of plan.
9. Development of evaluation component for plan.
10. Distribution of implementation and evaluation plans to all segments of the District for review and comment.
11. Development of finalized plans for implementation and evaluation.
12. Implementation.
13. Evaluation.
14. Plan refinement based on evaluation.

COMPOSITION OF THE COMMITTEE:

In order to maximize the available information necessary for this level of decision-making, it is vital that all aspect of the college community be called upon for assistance. In particular, it is vital that the committee be composed of a significant number of faculty members, in order to receive information input representative of a wide variety of disciplines and subject areas, and to provide feedback channels through which the entire faculty can have a voice in the deliberations. In this regard, the committee should perhaps contain up to 75% faculty members!

In addition to faculty, there should also be representatives of instructional administration, division chairpeople, and key business and professional people from the community.

Only through a "mix" of this type will the district receive all of the information necessary for comprehensive decision-making.

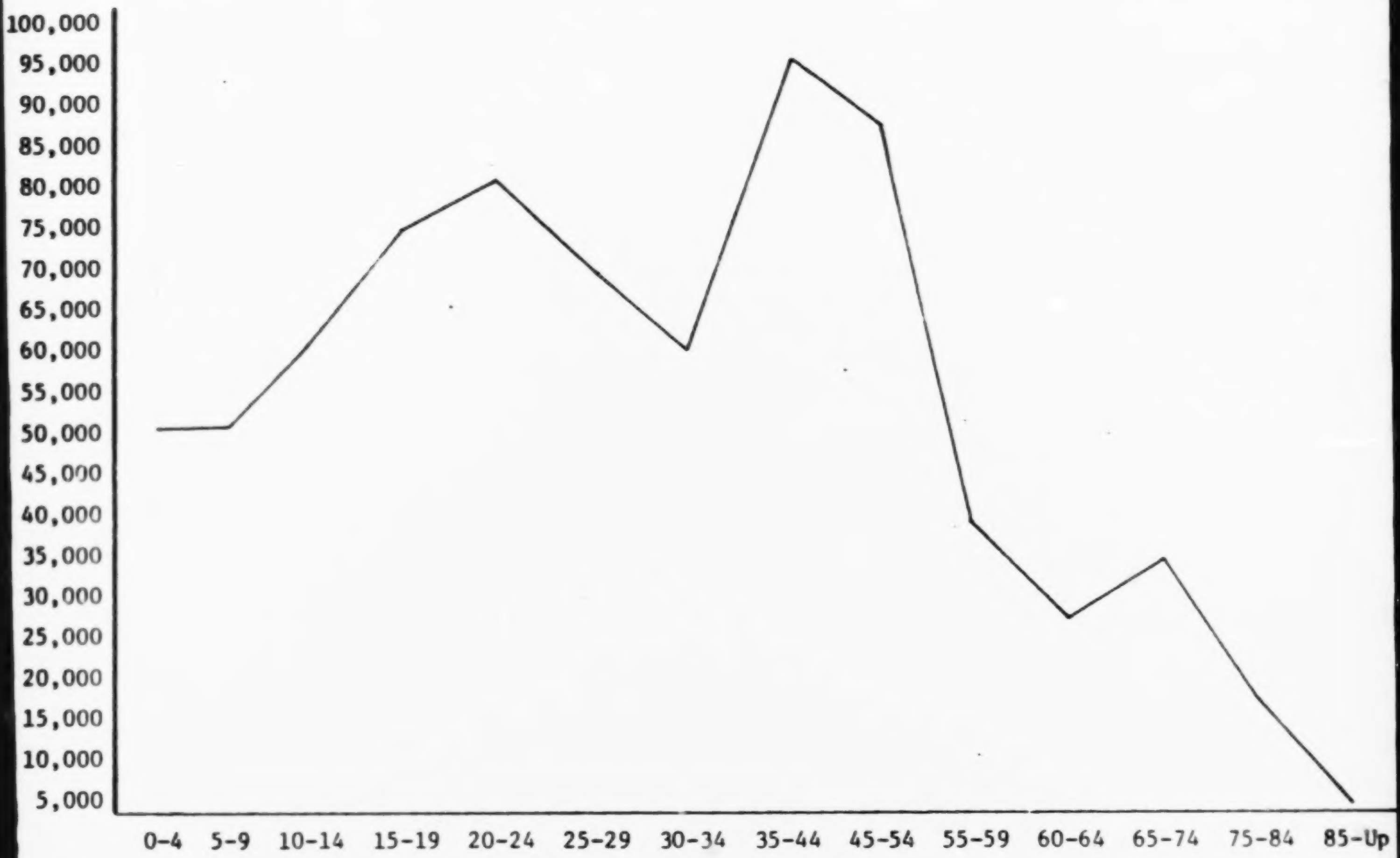
The work of the committee should be well planned with agendas carefully conceived to maximize the time spent in meetings. Considerable research can be done outside of the regular meetings and the meetings themselves used to synthesize and discuss findings and provide directions for further research activities that will enhance the decision-making that will follow.

COMPARISON OF COMMUNITY COLLEGE TUITION FROM AROUND THE NATION
(Academic Year 1983-1984)

STATE	COLLEGE	IN-STATE TUITION	OUT-OF STATE TUITION
Alabama	Chattahoochee Valley College	$450	$900
Alaska	Anchorage Community College	$634	$1,594
Arizona	Scottsdale Community College	$336	$2,496
Colorado	Colorado Mountain College	$425	$3,035
Florida	Miami-Dade Community College	$600	$1,290
Georgia	Bainbridge Junior College	$561	$1,684
Illinois	City College Chicago-Kennedy-King	$572	$1,254
Iowa	Des Moines Area Community College	$832	$1,632
Kansas	Dodge County Community College	$496	$1,732
Maryland	Community College of Baltimore	$690	$2,250
Massachusetts	Cape Cod Community College	$802	$2,266
Michigan	Lansing Community College	$697	$990
Nevada	Clark County Community College	$615	$2,815
New York	Hudson Valley Community College	$1,080	$2,270
Oregon	Mount Hood Community College	$615	$3,063
Rhode Island	Community College of Rhode Island	$690	$690
Texas	Alvin Community College	$300	$500
Washington	Tacoma Community College	$573	$2,277
Wyoming	Western Wyoming Community College	$347	$397

SUMMARY OF 1980 CENSUS DATA BY ZIP CODE FOR THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Population by Age

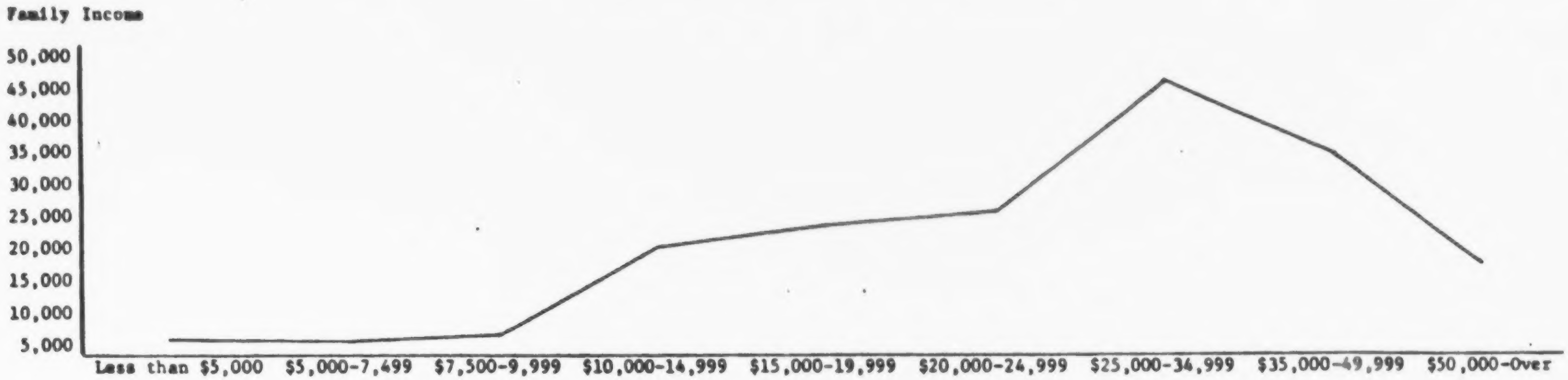


0-4 = 52,069
5-9 = 52,784
10-14 = 62,669
15-19 = 76,204
20-24 = 83,318

25-29 = 71,281
30-34 = 62,514
35-44 = 97,712
45-54 = 89,250
55-59 = 41,673

60-64 = 29,286
65-74 = 35,110
75-84 = 19,324
85-Up = 6,376
TOTAL = 779,570

SUMMARY OF 1980 CENSUS DATA BY ZIP CODE FOR THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

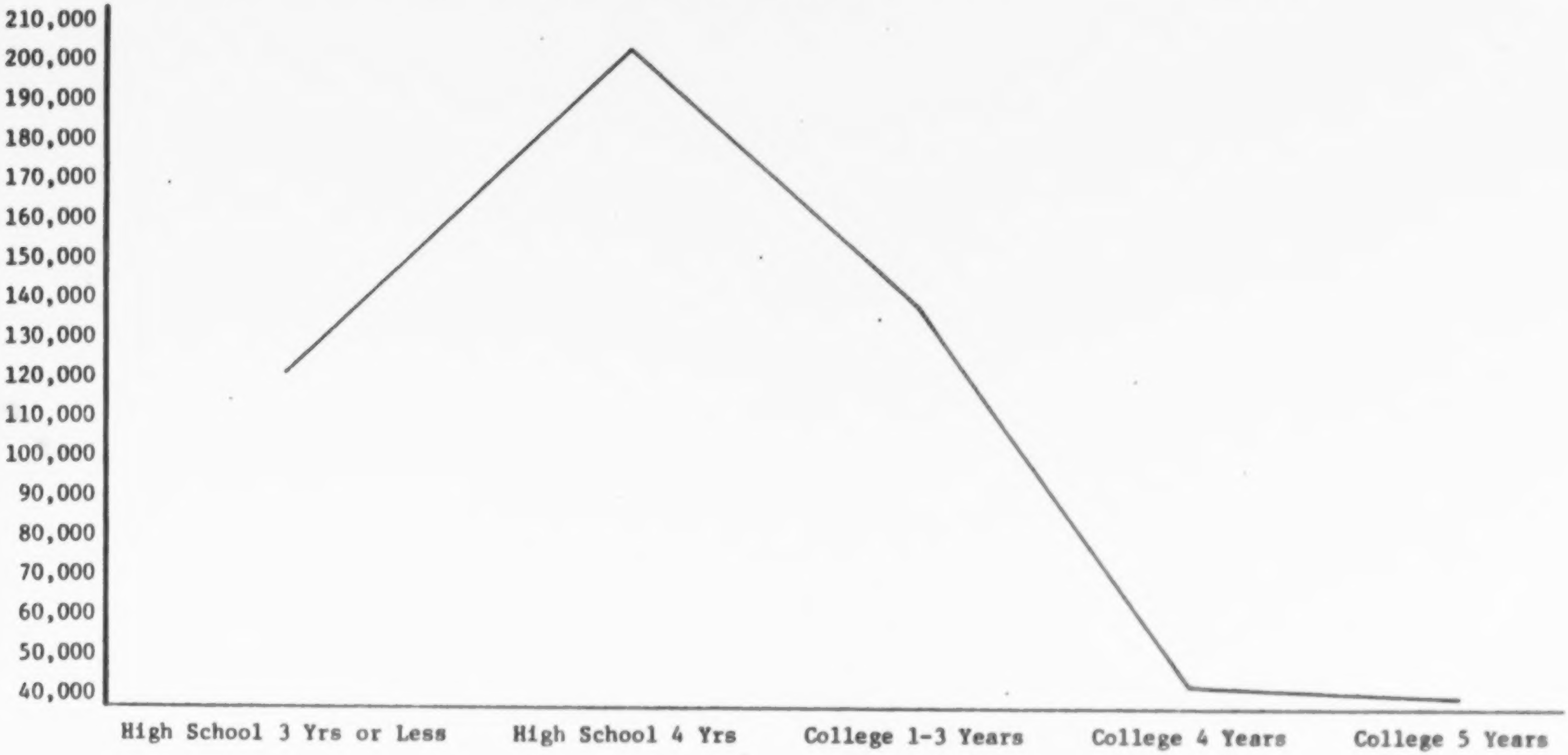


Less than $5,000	7,477
$5,000 to $7,499	7,213
$7,500 to $9,999	8,682
$10,000 - $14,999	22,618
$15,000 - $19,999	25,231
$20,000 - $24,999	27,983
$25,000 - $34,999	48,317
$35,000 - $49,999	36,748
$50,000 - Over	19,120

VI

SUMMARY OF 1980 CENSUS DATA BY ZIP CODE FOR THE NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Educational Attainment/Persons 18 Years and Over/School Completed



VII

High School 3 Years of Less - 125,975
High School 4 Years - - - - - 207,377
College 1 - 3 Years - - - - - 142,106
College 4 Years - - - - - - - 46,860
College 5 Years - - - - - - - 43,987

37% High School Graduates
8% College Graduates

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92801

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	3492	1788	1704
5- 9	2865	1488	1377
10-14	2647	1272	1375
15-19	3359	1618	1741
20-24	5442	2703	2739
25-29	4595	2429	2166
30-34	3277	1771	1506
35-44	4203	2123	2080
45-54	3898	1835	2063
55-59	2164	1002	1162
60-64	1550	740	810
65-74	2071	917	1154
75-84	1070	314	756
85-UP	332	96	236
TOTAL	40965	20096	20869

POPULATION BY RACE

	NUMBER	%
BLACK	566	1 4
HISPANIC	8055	19.7
AM. INDIAN	379	.9
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	330	.8
CHINESE	238	.6
FILIPINO	212	.5
KOREAN	413	1 0
ASIAN INDIAN	167	.4
VIETNAMESE	242	.6
HAWAIIAN	13	0
GUAMANIAN	33	.1
SAMOAN	3	.0
BALANCE	30314	74 0
TOTAL	40965	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	29
$100 - 149	72
150 - 199	163
200 - 249	482
250 - 299	1704
300 - 399	4812
400 - 499	1313
500 - UP	495
NO CASH RENT	81
TOTAL	9151
MEDIAN RENT	337

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	532	5	152
$ 5000 - 7499	563	0	136
7500 - 9999	606	19	114
10000 - 14999	1638	27	359
15000 - 19999	1754	36	296
20000 - 24999	1789	28	290
25000 - 34999	1980	22	312
35000 - 49999	1128	20	78
50000 - OVER	379	0	10
TOTAL	10367	155	1745
MEDIAN FAM INC	20256	N/A	N/A
MEAN FAM INCOME	22321	N/A	N/A
MEDIAN HH INC	18347	N/A	N/A
MEAN HH INCOME	20344	N/A	N/A
PER CAPITA INC	5848	5431	3865

VIII

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	15963
YEAR ROUND HOUSING UNITS	15963
OCCUPIED HOUSING UNITS	15349
RENTER OCC HOUSING UNITS	9210
OCC UNITS WITH TELEPHONE	14510
OCC UNITS WITH 1 MOTOR VEH	6215
OCC UNITS WITH 2 MOTOR VEH	5242
OCC UNITS W/ 3+ MOTOR VEH	2972
OCC UNITS BUILT BEFORE 1939	171
OCC UNITS BUILT 1940 - 1959	5593
OCC UNITS BUILT 1960 - 1969	5299
OCC UNITS BUILT SINCE 1969	4286

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	5429	23885
SPANISH:		
ENGLISH SPOKEN WELL	1076	2323
ENG NOT SPOKEN WELL	351	1600
OTHER		
ENGLISH SPOKEN WELL	356	1859
ENG NOT SPOKEN WELL	99	495
TOTAL	7311	30162

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	8556
HIGH SCHOOL 4 YRS	12268
COLLEGE 1 - 3 YEARS	6618
COLLEGE 4 YEARS	1404
COLLEGE 5 YRS +	1316
TOTAL	30162
% HIGH SCHOOL GRADUATES	71.6 %
% COLLEGE GRADUATES	9.0 %

HOUSEHOLD TYPE
NUMBER OF HOUSEHOLDS

	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	4132	53	1026
MARRIED COUPLE W/O CHILDREN	4159	67	368
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	170	7	52
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	305	0	81
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	953	28	161
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	648	0	57
NON FAMILY HOUSEHOLD	4874	95	362
TOTAL	15241	250	2107

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	4699	3364
MARRIED	8771	8658
SEPARATED	354	491
WIDOWED	319	1704
DIVORCED	1405	2196
TOTAL	15548	16413

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	40965
POPULATION IN HOUSEHOLDS	40435
POPULATION IN FAMILIES	33407
POPULATION IN GROUP QUARTERS	530
NUMBER OF HOUSEHOLDS	15241
NUMBER OF FAMILIES	10367
POPULATION PER HOUSEHOLD	2 65
POPULATION PER FAMILY	3.22
NO OF UNRELATED INDIVIDUALS	2154

73 Anaheim North 928C1 I-11 10-OR L264.

74

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92802

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1898	950	948
5- 9	1642	844	798
10-14	1908	920	988
15-19	2479	1184	1295
20-24	3762	1935	1827
25-29	2909	1624	1285
30-34	2246	1114	1132
35-44	3106	1517	1589
45-54	3381	1565	1816
55-59	1704	818	886
60-64	1330	602	728
65-74	1744	722	1022
75-84	839	248	591
85-UP	409	109	300
TOTAL	29357	14152	15205

POPULATION BY RACE

	NUMBER	%
BLACK	356	1.2
HISPANIC	4562	15.5
AM INDIAN	270	.9
ESKIMO	3	.0
ALEUT	0	0.0
JAPANESE	345	1.2
CHINESE	250	.9
FILIPINO	144	.5
KOREAN	256	.9
ASIAN INDIAN	87	.3
VIETNAMESE	169	.6
HAWAIIAN	43	.1
GUAMANIAN	14	.0
SAMOAN	64	.2
BALANCE	22794	77.6
TOTAL	29357	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	4
$100 - 149	25
150 - 199	187
200 - 249	835
250 - 299	1434
300 - 399	2506
400 - 499	929
500 - UP	393
NO CASH RENT	31
TOTAL	6144
MEDIAN RENT	327

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	414	13	100
$ 5000 - 7499	409	11	81
7500 - 9999	592	8	109
10000 - 14999	1137	27	176
15000 - 19999	1051	5	142
20000 - 24999	1060	0	130
25000 - 34999	1477	17	152
35000 - 49999	998	0	70
50000 - OVER	512	0	14
TOTAL	7650	81	974
MEDIAN FAM INC	20964	N/A	N/A
MEAN FAM INCOME	24217	N/A	N/A
MEDIAN HH INC	17309	N/A	N/A
MEAN HH INCOME	21060	N/A	N/A
PER CAPITA INC	8310	2936	3801

XI

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	11800
YEAR-ROUND HOUSING UNITS	11800
OCCUPIED HOUSING UNITS	11402
RENTER OCC HOUSING UNITS	6214
OCC UNITS WITH TELEPHONE	10698
OCC UNITS WITH 1 MOTOR VEH	4517
OCC UNITS WITH 2 MOTOR VEH	3777
OCC UNITS W/ 3+ MOTOR VEH	2249
OCC UNITS BUILT BEFORE 1939	79
OCC UNITS BUILT 1940 - 1959	3823
OCC UNITS BUILT 1960 - 1969	4531
OCC UNITS BUILT SINCE 1969	2969

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	3875	18263
SPANISH:		
ENGLISH SPOKEN WELL	565	1398
ENG NOT SPOKEN WELL	134	1129
OTHER:		
ENGLISH SPOKEN WELL	319	1401
ENG NOT SPOKEN WELL	85	290
TOTAL	4978	22481

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	5904
HIGH SCHOOL 4 YRS	8369
COLLEGE 1 - 3 YEARS	5379
COLLEGE 4 YEARS	1585
COLLEGE 5 YRS +	1244
TOTAL	22481
% HIGH SCHOOL GRADUATES	73.7 %
% COLLEGE GRADUATES	12.6 %

HOUSEHOLD TYPE
NUMBER OF HOUSEHOLDS

	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2611	37	479
MARRIED COUPLE W/O CHILDREN	3264	25	190
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	162	0	63
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	318	0	87
FEMALE HOUSEHOLDER, NO SPOUSE W/ CHILDREN	800	14	118
FEMALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	495	5	37
NON FAMILY HOUSEHOLD	3840	54	185
TOTAL	11490	135	1159

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	3602	2833
MARRIED	6362	6209
SEPARATED	284	365
WIDOWED	222	1511
DIVORCED	968	1553
TOTAL	11438	12471

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	29357
POPULATION IN HOUSEHOLDS	28846
POPULATION IN FAMILIES	23498
POPULATION IN GROUP QUARTERS	511
NUMBER OF HOUSEHOLDS	11490
NUMBER OF FAMILIES	7650
POPULATION PER HOUSEHOLD	2.51
POPULATION PER FAMILY	3.07
NO. OF UNRELATED INDIVIDUALS	1508

75 Anaheim S. Disney 92802 I-11 11-OR L265

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92804

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	3841	1970	1871
5- 9	3481	1874	1607
10-14	4286	2105	2181
15-19	6009	2809	3200
20-24	7153	3641	3512
25-29	5674	2885	2789
30-34	4406	2244	2162
35-44	6241	3067	3174
45-54	7453	3517	3936
55-59	3385	1623	1762
60-64	2257	1122	1135
65-74	2745	1149	1596
75-84	1411	379	1032
85-UP	450	67	383
TOTAL	58792	28452	30340

POPULATION BY RACE

	NUMBER	%
BLACK	569	1.0
HISPANIC	6869	11.7
AM INDIAN	631	1.1
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	927	1.6
CHINESE	272	.5
FILIPINO	265	.5
KOREAN	430	.7
ASIAN INDIAN	81	.1
VIETNAMESE	686	1.2
HAWAIIAN	85	.1
GUAMANIAN	33	.1
SAMOAN	32	.1
BALANCE	47912	81.5
TOTAL	58792	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	77
$100 - 149	221
150 - 199	215
200 - 249	658
250 - 299	2195
300 - 399	5284
400 - 499	1454
500 - UP	882
NO CASH RENT	74
TOTAL	11060
MEDIAN RENT	335

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	616	11	102
$ 5000 - 7499	679	7	67
7500 - 9999	759	7	103
10000 - 14999	1966	16	305
15000 - 19999	2262	32	264
20000 - 24999	2021	7	190
25000 - 34999	3727	31	406
35000 - 49999	2245	20	100
50000 - OVER	847	6	52
TOTAL	15122	137	1589
MEDIAN FAM INC	23020	N/A	N/A
MEAN FAM INCOME	24917	N/A	N/A
MEDIAN HH INC	19808	N/A	N/A
MEAN HH INCOME	22176	N/A	N/A
PER CAPITA INC	8408	5592	4842

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	22322
YEAR-ROUND HOUSING UNITS	22313
OCCUPIED HOUSING UNITS	21327
RENTER OCC HOUSING UNITS	11133
OCC UNITS WITH TELEPHONE	20476
OCC UNITS WITH 1 MOTOR VEH	7192
OCC UNITS WITH 2 MOTOR VEH	7672
OCC UNITS W/ 3+ MOTOR VEH	5235
OCC UNITS BUILT BEFORE 1939	226
OCC UNITS BUILT 1940 - 1959	8797
OCC UNITS BUILT 1960 - 1969	7452
OCC UNITS BUILT SINCE 1969	4852

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	9441	37371
SPANISH:		
ENGLISH SPOKEN WELL	738	2466
ENG NOT SPOKEN WELL	94	728
OTHER:		
ENGLISH SPOKEN WELL	536	2634
ENG NOT SPOKEN WELL	231	712
TOTAL	11040	43911

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	10691
HIGH SCHOOL 4 YRS	18606
COLLEGE 1 - 3 YEARS	10118
COLLEGE 4 YEARS	2525
COLLEGE 5 YRS +	1971
TOTAL	43911
% HIGH SCHOOL GRADUATES	75.7 %
% COLLEGE GRADUATES	10.2 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	5631	48	813
MARRIED COUPLE W/O CHILDREN	6604	23	423
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	321	6	62
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	402	12	11
FEMALE HOUSEHOLDER NO SPOUSE, W/ CHILDREN	1436	41	231
FEMALE HOUSEHOLDER NO SPOUSE, W/O CHILDREN	728	7	49
NON-FAMILY HOUSEHOLD	6030	83	328
TOTAL	21152	220	1917

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	7093	5741
MARRIED	12795	13107
SEPARATED	449	636
WIDOWED	384	2478
DIVORCED	1782	2719
TOTAL	22503	24681

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	58792
POPULATION IN HOUSEHOLDS	57822
POPULATION IN FAMILIES	48339
POPULATION IN GROUP QUARTERS	970
NUMBER OF HOUSEHOLDS	21152
NUMBER OF FAMILIES	15122
POPULATION PER HOUSEHOLD	2.73
POPULATION PER FAMILY	3.26
NO. OF UNRELATED INDIVIDUALS	2453

77

Anaheim West 92804 I-10 10-OR 78 L266

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92805

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	3590	1910	1680
5- 9	2883	1434	1449
10-14	2746	1470	1276
15-19	3662	1925	1737
20-24	5385	2834	2551
25-29	4589	2440	2149
30-34	3482	1883	1599
35-44	4006	2100	1906
45-54	3851	1803	2048
55-59	2046	930	1116
60-64	1880	853	1027
65-74	2364	1003	1361
75-84	1326	417	909
85-UP	399	129	270
TOTAL	42209	21131	21078

POPULATION BY RACE

	NUMBER	%
BLACK	378	.9
HISPANIC	14666	34.8
AM. INDIAN	481	1.1
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	194	.5
CHINESE	195	.5
FILIPINO	149	.4
KOREAN	104	.2
ASIAN INDIAN	152	.4
VIETNAMESE	136	.3
HAWAIIAN	61	.1
GUAMANIAN	9	.0
SAMOAN	39	.1
BALANCE	25639	60.7
TOTAL	42209	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	114
$100 - 149	259
150 - 199	647
200 - 249	1320
250 - 299	2068
300 - 399	2045
400 - 499	721
500 - UP	513
NO CASH RENT	130
TOTAL	7817
MEDIAN RENT	286

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	692	20	280
$ 5000 - 7499	683	0	209
7500 - 9999	697	0	236
10000 - 14999	1601	20	566
15000 - 19999	1840	18	610
20000 - 24999	1655	6	480
25000 - 34999	1962	22	460
35000 - 49999	1020	15	190
50000 - OVER	351	0	60
TOTAL	10501	101	3091
MEDIAN FAM INC	19280	N/A	N/A
MEAN FAM INCOME	21358	N/A	N/A
MEDIAN HH INC	16707	N/A	N/A
MEAN HH INCOME	19013	N/A	N/A
PER CAPITA INC	5313	6452	3903

IX

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	15561
YEAR-ROUND HOUSING UNITS	15554
OCCUPIED HOUSING UNITS	15083
RENTER OCC HOUSING UNITS	7900
OCC UNITS WITH TELEPHONE	13949
OCC UNITS WITH 1 MOTOR VEH	5769
OCC UNITS WITH 2 MOTOR VEH	4812
OCC UNITS W/ 3+ MOTOR VEH	3048
OCC UNITS BUILT BEFORE 1939	2081
OCC UNITS BUILT 1940 - 1959	7310
OCC UNITS BUILT 1960 - 1969	3655
OCC UNITS BUILT SINCE 1969	2037

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	4726	20825
SPANISH:		
ENGLISH SPOKEN WELL	2040	4027
ENG NOT SPOKEN WELL	738	4358
OTHER		
ENGLISH SPOKEN WELL	127	1484
ENG NOT SPOKEN WELL	32	262
TOTAL	7663	30958

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	11258
HIGH SCHOOL 4 YRS	10358
COLLEGE 1 - 3 YEARS	6324
COLLEGE 4 YEARS	1629
COLLEGE 5 YRS +	1389
TOTAL	30958
% HIGH SCHOOL GRADUATES	63.6 %
% COLLEGE GRADUATES	9.7 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	4217	53	1806
MARRIED COUPLE W/O CHILDREN	4149	17	610
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	183	14	62
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	434	0	212
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	885	7	265
FEMALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	633	10	136
NON FAMILY HOUSEHOLD	4631	39	498
TOTAL	15132	140	3589

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	5133	3662
MARRIED	9248	8856
SEPARATED	314	546
WIDOWED	306	1901
DIVORCED	1316	1708
TOTAL	16317	16673

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	42209
POPULATION IN HOUSEHOLDS	41517
POPULATION IN FAMILIES	34784
POPULATION IN GROUP QUARTERS	692
NUMBER OF HOUSEHOLDS	15132
NUMBER OF FAMILIES	10501
POPULATION PER HOUSEHOLD	2.74
POPULATION PER FAMILY	3.31
NO. OF UNRELATED INDIVIDUALS	2122

Anaheim Cen Fedral 92805 I-11 11-OR L26

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92806

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1382	686	696
5- 9	1685	884	801
10-14	1988	1020	968
15-19	2823	1306	1517
20-24	3259	1634	1625
25-29	2513	1392	1121
30-34	2133	977	1156
35-44	3619	1809	1810
45-54	3492	1731	1761
55-59	1457	766	691
60-64	1110	517	593
65-74	1185	493	692
75-84	419	105	314
85-UP	69	43	26
TOTAL	27134	13363	13771

POPULATION BY RACE

	NUMBER	%
BLACK	439	1.6
HISPANIC	2543	9.4
AM INDIAN	313	1.2
ESKIMO	0	0.0
ALEUT	8	.0
JAPANESE	396	1.5
CHINESE	278	1.0
FILIPINO	101	.4
KOREAN	56	.2
ASIAN INDIAN	41	.2
VIETNAMESE	92	.3
HAWAIIAN	38	.1
GUAMANIAN	0	0.0
SAMOAN	0	0.0
BALANCE	22829	84.1
TOTAL	27134	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO UNITS
UNDER $100	0
$100 - 149	8
150 - 199	101
200 - 249	191
250 - 299	687
300 - 399	2413
400 - 499	751
500 - UP	373
NO CASH RENT	18
TOTAL	4542
MEDIAN RENT	344

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	192	0	22
$ 5000 - 7499	188	0	5
7500 - 9999	294	9	29
10000 - 14999	640	26	16
15000 - 19999	725	8	79
20000 - 24999	915	6	76
25000 - 34999	1881	37	179
35000 - 49999	1466	20	78
50000 - OVER	700	0	38
TOTAL	7001	106	522
MEDIAN FAM INC	27823	N/A	N/A
MEAN FAM INCOME	29394	N/A	N/A
MEDIAN HH INC	23070	N/A	N/A
MEAN HH INCOME	25429	N/A	N/A
PER CAPITA INC	7584	5757	5679

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	10642
YEAR-ROUND HOUSING UNITS	10642
OCCUPIED HOUSING UNITS	10241
RENTER OCC HOUSING UNITS	4549
OCC UNITS WITH TELEPHONE	9996
OCC UNITS WITH 1 MOTOR VEH	3206
OCC UNITS WITH 2 MOTOR VEH	3896
OCC UNITS W/ 3+ MOTOR VEH	2712
OCC UNITS BUILT BEFORE 1939	39
OCC UNITS BUILT 1940 - 1959	1182
OCC UNITS BUILT 1960 - 1969	4383
OCC UNITS BUILT SINCE 1969	4637

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	4709	17778
SPANISH		
ENGLISH SPOKEN WELL	291	1011
ENG NOT SPOKEN WELL	11	242
OTHER		
ENGLISH SPOKEN WELL	215	1323
ENG NOT SPOKEN WELL	21	151
TOTAL	5247	20505

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	3303
HIGH SCHOOL 4 YRS	8076
COLLEGE 1 - 3 YEARS	5713
COLLEGE 4 YEARS	1873
COLLEGE 5 YRS +	1540
TOTAL	20505
% HIGH SCHOOL GRADUATES	83.9 %
% COLLEGE GRADUATES	16.6 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2938	53	331
MARRIED COUPLE W/O CHILDREN	3084	18	125
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	104	0	6
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	180	0	15
FEMALE HOUSEHOLDER,NO SPOUSE W/ CHILDREN	431	29	31
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	264	6	14
NON FAMILY HOUSEHOLD	3223	60	176
TOTAL	10224	166	698

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	3412	3085
MARRIED	6188	6155
SEPARATED	203	260
WIDOWED	160	858
DIVORCED	810	948
TOTAL	10773	11306

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	27134
POPULATION IN HOUSEHOLDS	27098
POPULATION IN FAMILIES	22549
POPULATION IN GROUP QUARTERS	36
NUMBER OF HOUSEHOLDS	10224
NUMBER OF FAMILIES	7001
POPULATION PER HOUSEHOLD	2.65
POPULATION PER FAMILY	3.22
NO. OF UNRELATED INDIVIDUALS	1328

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92807

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	2668	1403	1265
5- 9	3030	1560	1470
10-14	3752	1885	1867
15-19	3382	1707	1675
20-24	2311	1132	1179
25-29	2864	1379	1485
30-34	4043	1769	2274
35-44	6058	3126	2932
45-54	3614	1885	1729
55-59	1199	651	548
60-64	552	337	215
65-74	463	204	259
75-84	152	48	104
85-UP	50	25	25
TOTAL	34138	17111	17027

POPULATION BY RACE

	NUMBER	%
BLACK	560	1.6
HISPANIC	3308	9.7
AM INDIAN	332	1.0
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	404	1.2
CHINESE	261	.8
FILIPINO	190	.6
KOREAN	394	1.2
ASIAN INDIAN	302	.9
VIETNAMESE	247	.7
HAWAIIAN	19	.1
GUAMANIAN	0	0.0
SAMOAN	0	0.0
BALANCE	28123	82.4
TOTAL	34138	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	0
$100 - 149	0
150 - 199	0
200 - 249	33
250 - 299	83
300 - 399	525
400 - 499	536
500 - UP	753
NO CASH RENT	39
TOTAL	1969
MEDIAN RENT	460

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	182	7	27
$ 5000 - 7499	127	0	34
7500 - 9999	160	0	14
10000 - 14999	551	7	30
15000 - 19999	779	19	82
20000 - 24999	1015	15	73
25000 - 34999	2051	46	175
35000 - 49999	2431	40	182
50000 - OVER	1779	10	85
TOTAL	9075	144	712
MEDIAN FAM INC	32957	N/A	N/A
MEAN FAM INCOME	38280	N/A	N/A
MEDIAN HH INC	31290	N/A	N/A
MEAN HH INCOME	36468	N/A	N/A
PER CAPITA INC	10176	14515	6017

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	10942
YEAR-ROUND HOUSING UNITS	10942
OCCUPIED HOUSING UNITS	10545
RENTER OCC HOUSING UNITS	2005
OCC UNITS WITH TELEPHONE	10460
OCC UNITS WITH 1 MOTOR VEH	1763
OCC UNITS WITH 2 MOTOR VEH	5264
OCC UNITS W/ 3+ MOTOR VEH	3444
OCC UNITS BUILT BEFORE 1939	60
OCC UNITS BUILT 1940 - 1959	153
OCC UNITS BUILT 1960 - 1969	1580
OCC UNITS BUILT SINCE 1969	8752

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	8062	18932
SPANISH		
ENGLISH SPOKEN WELL	374	1319
ENG NOT SPOKEN WELL	67	149
OTHER		
ENGLISH SPOKEN WELL	490	1720
ENG NOT SPOKEN WELL	61	296
TOTAL	9054	22416

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	2680
HIGH SCHOOL 4 YRS	7694
COLLEGE 1 - 3 YEARS	6827
COLLEGE 4 YEARS	2647
COLLEGE 5 YRS +	2568
TOTAL	22416
% HIGH SCHOOL GRADUATES	88.0 %
% COLLEGE GRADUATES	23.3 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	5057	123	419
MARRIED COUPLE W/O CHILDREN	2893	7	192
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	174	7	27
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	153	0	10
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	608	0	54
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	190	7	10
NON FAMILY HOUSEHOLD	1524	14	71
TOTAL	10599	158	783

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	3205	2652
MARRIED	8092	8174
SEPARATED	137	244
WIDOWED	99	487
DIVORCED	730	868
TOTAL	12263	12425

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	34138
POPULATION IN HOUSEHOLDS	34088
POPULATION IN FAMILIES	31577
POPULATION IN GROUP QUARTERS	50
NUMBER OF HOUSEHOLDS	10599
NUMBER OF FAMILIES	9075
POPULATION PER HOUSEHOLD	3.22
POPULATION PER FAMILY	3.48
NO. OF UNRELATED INDIVIDUALS	987

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1736	873	863
5- 9	1878	937	941
10-14	2403	1216	1187
15-19	2794	1496	1298
20-24	2745	1447	1298
25-29	2504	1307	1197
30-34	2690	1328	1362
35-44	4015	2040	1975
45-54	3307	1647	1660
55-59	1414	685	729
60-64	1063	515	548
65-74	970	423	547
75-84	622	209	413
85-UP	135	47	88
TOTAL	28276	14170	14106

POPULATION BY RACE

	NUMBER	%
BLACK	56	.2
HISPANIC	3280	11.6
AM INDIAN	359	1.3
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	169	.6
CHINESE	169	.6
FILIPINO	85	.3
KOREAN	76	.3
ASIAN INDIAN	94	.3
VIETNAMESE	32	.1
HAWAIIAN	0	0.0
GUAMANIAN	0	0.0
SAMOAN	0	0.0
BALANCE	23956	84.7
TOTAL	28276	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO UNITS
UNDER $100	7
$100 - 149	47
150 - 199	157
200 - 249	287
250 - 299	388
300 - 399	1229
400 - 499	592
500 - UP	379
NO CASH RENT	37
TOTAL	3123
MEDIAN RENT	342

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	90	0	3
$ 5000 - 7499	168	0	34
7500 - 9999	201	0	46
10000 - 14999	699	0	124
15000 - 19999	780	5	113
20000 - 24999	989	0	124
25000 - 34999	2240	6	190
35000 - 49999	1711	0	113
50000 - OVER	734	0	7
TOTAL	7612	11	754
MEDIAN FAM INC	28590	N/A	N/A
MEAN FAM INCOME	30912	N/A	N/A
MEDIAN HH INC	25852	N/A	N/A
MEAN HH INCOME	28011	N/A	N/A
PER CAPITA INC	8321	4855	5407

XIV

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	11317
YEAR-ROUND HOUSING UNITS	11317
OCCUPIED HOUSING UNITS	10029
RENTER OCC HOUSING UNITS	3165
OCC UNITS WITH TELEPHONE	9915
OCC UNITS WITH 1 MOTOR VEH	2678
OCC UNITS WITH 2 MOTOR VEH	4089
OCC UNITS W/ 3+ MOTOR VEH	3012
OCC UNITS BUILT BEFORE 1939	445
OCC UNITS BUILT 1940 - 1959	1865
OCC UNITS BUILT 1960 - 1969	2799
OCC UNITS BUILT SINCE 1969	4920

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	5306	18139
SPANISH:		
ENGLISH SPOKEN WELL	357	1060
ENG NOT SPOKEN WELL	84	408
OTHER:		
ENGLISH SPOKEN WELL	163	839
ENG NOT SPOKEN WELL	10	174
TOTAL	5920	20620

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	3467
HIGH SCHOOL 4 YRS	7316
COLLEGE 1 - 3 YEARS	5735
COLLEGE 4 YEARS	2220
COLLEGE 5 YRS +	1882
TOTAL	20620
% HIGH SCHOOL GRADUATES	83.2 %
% COLLEGE GRADUATES	19.9 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	3373	0	454
MARRIED COUPLE W/O CHILDREN	3185	0	161
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	133	5	20
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	132	0	18
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	477	6	66
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	312	0	35
NON FAMILY HOUSEHOLD	2500	17	103
TOTAL	10112	28	857

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	3373	2321
MARRIED	6679	6765
SEPARATED	191	290
WIDOWED	181	695
DIVORCED	720	1044
TOTAL	11144	11115

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	28276
POPULATION IN HOUSEHOLDS	28175
POPULATION IN FAMILIES	24858
POPULATION IN GROUP QUARTERS	101
NUMBER OF HOUSEHOLDS	10112
NUMBER OF FAMILIES	7612
POPULATION PER HOUSEHOLD	2.79
POPULATION PER FAMILY	3.24
NO OF UNRELATED INDIVIDUALS	1017

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 90620

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	2533	1360	1173
5- 9	3078	1578	1500
10-14	3764	2025	1739
15-19	4760	2416	2344
20-24	3896	2014	1882
25-29	3242	1629	1613
30-34	2744	1364	1380
35-44	5402	2557	2845
45-54	5568	2744	2824
55-59	2307	1142	1165
60-64	1243	642	601
65-74	1507	669	838
75-84	549	188	361
85-UP	195	34	161
TOTAL	40786	20360	20426

POPULATION BY RACE

	NUMBER	%
BLACK	342	.8
HISPANIC	6270	15.4
AM. INDIAN	446	1.1
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	552	1.4
CHINESE	234	.6
FILIPINO	258	.6
KOREAN	211	.5
ASIAN INDIAN	103	.3
VIETNAMESE	57	.1
HAWAIIAN	58	.1
GUAMANIAN	11	.0
SAMOAN	38	.1
BALANCE	32206	79.0
TOTAL	40786	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	8
$100 - 149	8
150 - 199	24
200 - 249	53
250 - 299	458
300 - 399	1347
400 - 499	733
500 - UP	684
NO CASH RENT	28
TOTAL	3343
MEDIAN RENT	382

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	350	11	54
$ 5000 - 7499	282	14	18
7500 - 9999	449	0	88
10000 - 14999	930	18	138
15000 - 19999	1425	0	210
20000 - 24999	1763	0	227
25000 - 34999	3035	17	318
35000 - 49999	1985	27	262
50000 - OVER	663	0	71
TOTAL	10882	87	1386
MEDIAN FAM INC	25636	N/A	N/A
MEA[illegible]AM INCOME	27559	N/A	N/A
MEDI[illegible] HH INC	24344	N/A	N/A
MEAN HH INCOME	26289	N/A	N/A
PER CAPITA INC	7353	5059	5880

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	12742
YEAR-ROUND HOUSING UNITS	12742
OCCUPIED HOUSING UNITS	12545
RENTER OCC HOUSING UNITS	3402
OCC UNITS WITH TELEPHONE	12289
OCC UNITS WITH 1 MOTOR VEH	2800
OCC UNITS WITH 2 MOTOR VEH	5036
OCC UNITS W/ 3+ MOTOR VEH	4357
OCC UNITS BUILT BEFORE 1939	65
OCC UNITS BUILT 1940 - 1959	6721
OCC UNITS BUILT 1960 - 1969	3967
OCC UNITS BUILT SINCE 1969	1792

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	8461	23908
SPANISH:		
ENGLISH SPOKEN WELL	815	2441
ENG NOT SPOKEN WELL	55	502
OTHER:		
ENGLISH SPOKEN WELL	239	1557
ENG NOT SPOKEN WELL	55	220
TOTAL	9625	28628

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	7152
HIGH SCHOOL 4 YRS	12496
COLLEGE 1 - 3 YEARS	6779
COLLEGE 4 YEARS	1202
COLLEGE 5 YRS +	999
TOTAL	28628
% HIGH SCHOOL GRADUATES	75.0 %
% COLLEGE GRADUATES	7.7 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	5141	57	748
MARRIED COUPLE W/O CHILDREN	4162	6	409
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	156	0	12
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	245	0	55
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	802	21	123
FEMALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	376	3	39
NON-FAMILY HOUSEHOLD	1743	17	92
TOTAL	12625	104	1478

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	4500	3753
MARRIED	9727	9503
SEPARATED	245	294
WIDOWED	220	1103
DIVORCED	707	1361
TOTAL	15399	16014

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	40786
POPULATION IN HOUSEHOLDS	40481
POPULATION IN FAMILIES	37592
POPULATION IN GROUP QUARTERS	305
NUMBER OF HOUSEHOLDS	12625
NUMBER OF FAMILIES	10882
POPULATION PER HOUSEHOLD	3.21
POPULATION PER FAMILY	3.45
NO. OF UNRELATED INDIVIDUALS	1146

87 Buena Park South 90620 I-10 5-OR 88 L272

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 90621

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	2084	1012	1072
5- 9	1502	736	766
10-14	1633	814	819
15-19	2006	939	1067
20-24	3444	1767	1677
25-29	2811	1501	1310
30-34	1689	858	831
35-44	2617	1288	1329
45-54	2163	1097	1066
55-59	1254	594	660
60-64	842	432	410
65-74	966	437	529
75-84	320	94	226
85-UP	71	17	54
TOTAL	23402	11586	11816

POPULATION BY RACE

	NUMBER	%
BLACK	404	1.7
HISPANIC	5198	22.2
AM INDIAN	216	.9
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	269	1.1
CHINESE	351	1.5
FILIPINO	108	.5
KOREAN	158	.7
ASIAN INDIAN	52	.2
VIETNAMESE	122	.5
HAWAIIAN	38	.2
GUAMANIAN	0	0.0
SAMOAN	17	.1
BALANCE	16471	70.4
TOTAL	23402	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	25
$100 - 149	89
150 - 199	170
200 - 249	501
250 - 299	777
300 - 399	2605
400 - 499	817
500 - UP	238
NO CASH RENT	53
TOTAL	5275
MEDIAN RENT	336

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	377	11	111
$ 5000 - 7499	374	0	104
7500 - 9999	394	6	84
10000 - 14999	845	23	214
15000 - 19999	815	6	195
20000 - 24999	921	12	181
25000 - 34999	1166	18	173
35000 - 49999	726	19	75
50000 - OVER	498	0	52
TOTAL	6116	95	1189
MEDIAN FAM INC	21104	N/A	N/A
MEAN FAM INCOME	24475	N/A	N/A
MEDIAN HH INC	19268	N/A	N/A
MEAN HH INCOME	22330	N/A	N/A
PER CAPITA INC	6398	5098	4459

XVI

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	9271
YEAR-ROUND HOUSING UNITS	9271
OCCUPIED HOUSING UNITS	8798
RENTER OCC HOUSING UNITS	5312
OCC UNITS WITH TELEPHONE	8093
OCC UNITS WITH 1 MOTOR VEH	3403
OCC UNITS WITH 2 MOTOR VEH	3088
OCC UNITS W/ 3+ MOTOR VEH	1823
OCC UNITS BUILT BEFORE 1939	485
OCC UNITS BUILT 1940 - 1959	2739
OCC UNITS BUILT 1960 - 1969	2706
OCC UNITS BUILT SINCE 1969	2868

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	3143	13508
SPANISH:		
ENGLISH SPOKEN WELL	545	1509
ENG NOT SPOKEN WELL	252	950
OTHER:		
ENGLISH SPOKEN WELL	178	923
ENG NOT SPOKEN WELL	87	223
TOTAL	4205	17113

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED		NUMBER
HIGH SCHOOL	3 YRS OR LESS	5082
HIGH SCHOOL	4 YRS	6014
COLLEGE	1 - 3 YEARS	3649
COLLEGE	4 YEARS	1292
COLLEGE	5 YRS +	1076
TOTAL		17113
% HIGH SCHOOL GRADUATES		70.3 %
% COLLEGE GRADUATES		13.8 %

HOUSEHOLD TYPE
NUMBER OF HOUSEHOLDS

	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2376	29	652
MARRIED COUPLE W/O CHILDREN	2338	19	240
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	175	11	48
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	229	8	42
FEMALE HOUSEHOLDER NO SPOUSE,W/ CHILDREN	645	28	123
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	353	0	84
NON FAMILY HOUSEHOLD	2632	56	258
TOTAL	8748	151	1427

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	2933	2083
MARRIED	4925	4977
SEPARATED	205	348
WIDOWED	125	707
DIVORCED	836	1048
TOTAL	9024	9159

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	23402
POPULATION IN HOUSEHOLDS	23369
POPULATION IN FAMILIES	19336
POPULATION IN GROUP QUARTERS	33
NUMBER OF HOUSEHOLDS	8748
NUMBER OF FAMILIES	6116
POPULATION PER HOUSEHOLD	2.67
POPULATION PER FAMILY	3.16
NO. OF UNRELATED INDIVIDUALS	1401

Buena Park North 90621 H-10 5-OR L2

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 90623

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1007	475	532
5- 9	1289	684	605
10-14	1783	932	851
15-19	1883	925	958
20-24	1218	670	548
25-29	882	416	466
30-34	1496	656	840
35-44	2940	1453	1487
45-54	1921	1074	847
55-59	499	260	239
60-64	277	121	156
65-74	293	107	186
75-84	63	24	39
85-UP	5	0	5
TOTAL	15536	7777	7759

POPULATION BY RACE

	NUMBER	%
BLACK	381	2.5
HISPANIC	1823	11.7
AM. INDIAN	183	1.2
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	685	4.4
CHINESE	434	2.8
FILIPINO	256	1.6
KOREAN	404	2.6
ASIAN INDIAN	137	.9
VIETNAMESE	0	0.0
HAWAIIAN	20	.1
GUAMANIAN	28	.2
SAMOAN	0	0.0
BALANCE	11185	72.0
TOTAL	15536	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	5
$100 - 149	0
150 - 199	0
200 - 249	8
250 - 299	40
300 - 399	632
400 - 499	303
500 - UP	104
NO CASH RENT	15
TOTAL	1107
MEDIAN RENT	378

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	120	3	7
$ 5000 - 7499	53	0	6
7500 - 9999	61	0	12
10000 - 14999	298	28	40
15000 - 19999	294	0	22
20000 - 24999	400	12	24
25000 - 34999	1125	27	83
35000 - 49999	1133	31	112
50000 - OVER	554	7	48
TOTAL	4038	108	354
MEDIAN FAM INC	31895	N/A	N/A
MEAN FAM INCOME	33734	N/A	N/A
MEDIAN HH INC	30720	N/A	N/A
MEAN HH INCOME	32434	N/A	N/A
PER CAPITA INC	8767	8107	6943

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	4729
YEAR-ROUND HOUSING UNITS	4729
OCCUPIED HOUSING UNITS	4666
RENTER OCC HOUSING UNITS	1136
OCC UNITS WITH TELEPHONE	4655
OCC UNITS WITH 1 MOTOR VEH	979
OCC UNITS WITH 2 MOTOR VEH	1990
OCC UNITS W/ 3+ MOTOR VEH	1662
OCC UNITS BUILT BEFORE 1939	18
OCC UNITS BUILT 1940 - 1959	54
OCC UNITS BUILT 1960 - 1969	2085
OCC UNITS BUILT SINCE 1969	2509

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	3535	8024
SPANISH:		
ENGLISH SPOKEN WELL	230	762
ENG NOT SPOKEN WELL	20	65
OTHER:		
ENGLISH SPOKEN WELL	371	1268
ENG NOT SPOKEN WELL	26	228
TOTAL	4182	10347

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	1413
HIGH SCHOOL 4 YRS	3854
COLLEGE 1 - 3 YEARS	3122
COLLEGE 4 YEARS	1138
COLLEGE 5 YRS +	820
TOTAL	10347
% HIGH SCHOOL GRADUATES	86.3 %
% COLLEGE GRADUATES	18.9 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2356	66	229
MARRIED COUPLE W/O CHILDREN	1153	20	56
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	72	11	9
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	83	0	27
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	283	6	33
FEMALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	91	5	0
NON FAMILY HOUSEHOLD	651	45	72
TOTAL	4689	153	426

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	1720	1364
MARRIED	3627	3633
SEPARATED	87	96
WIDOWED	27	255
DIVORCED	245	423
TOTAL	5706	5771

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	15536
POPULATION IN HOUSEHOLDS	15536
POPULATION IN FAMILIES	14474
POPULATION IN GROUP QUARTERS	0
NUMBER OF HOUSEHOLDS	4689
NUMBER OF FAMILIES	4038
POPULATION PER HOUSEHOLD	3.31
POPULATION PER FAMILY	3.58
NO. OF UNRELATED INDIVIDUALS	411

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 90630

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	2823	1456	1367
5- 9	3219	1613	1606
10-14	4579	2484	2095
15-19	5401	2635	2766
20-24	3913	2059	1854
25-29	3176	1525	1651
30-34	3183	1386	1797
35-44	7080	3306	3774
45-54	5714	2946	2768
55-59	2026	1010	1016
60-64	1243	594	649
65-74	1217	495	722
75-84	434	141	293
85-UP	73	21	52
TOTAL	44081	21671	22410

POPULATION BY RACE

	NUMBER	%
BLACK	422	1.0
HISPANIC	5124	11.6
AM. INDIAN	265	.6
ESKIMO	5	.0
ALEUT	0	0.0
JAPANESE	917	2.1
CHINESE	579	1.3
FILIPINO	598	1.4
KOREAN	388	.9
ASIAN INDIAN	288	.7
VIETNAMESE	80	.2
HAWAIIAN	45	.1
GUAMANIAN	60	.1
SAMOAN	0	0.0
BALANCE	35290	80.1
TOTAL	44081	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	4
$100 - 149	80
150 - 199	75
200 - 249	188
250 - 299	338
300 - 399	1797
400 - 499	804
500 - UP	681
NO CASH RENT	38
TOTAL	3785
MEDIAN RENT	364

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	383	7	39
$ 5000 - 7499	257	6	40
7500 - 9999	332	0	54
10000 - 14999	851	20	91
15000 - 19999	1215	20	148
20000 - 24999	1453	9	188
25000 - 34999	3167	12	232
35000 - 49999	2675	10	215
50000 - OVER	1185	28	90
TOTAL	11498	112	1097
MEDIAN FAM INC	28574	N/A	N/A
MEAN FAM INCOME	30632	N/A	N/A
MEDIAN HH INC	26790	N/A	N/A
MEAN HH INCOME	28988	N/A	N/A
PER CAPITA INC	7990	9180	5990

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	14065
YEAR-ROUND HOUSING UNITS	14062
OCCUPIED HOUSING UNITS	13778
RENTER OCC HOUSING UNITS	3823
OCC UNITS WITH TELEPHONE	13552
OCC UNITS WITH 1 MOTOR VEH	3163
OCC UNITS WITH 2 MOTOR VEH	5675
OCC UNITS W/ 3+ MOTOR VEH	4696
OCC UNITS BUILT BEFORE 1939	248
OCC UNITS BUILT 1940 - 1959	1166
OCC UNITS BUILT 1960 - 1969	7120
OCC UNITS BUILT SINCE 1969	5244

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	10125	25068
SPANISH:		
ENGLISH SPOKEN WELL	492	1785
ENG NOT SPOKEN WELL	33	275
OTHER:		
ENGLISH SPOKEN WELL	658	2391
ENG NOT SPOKEN WELL	53	380
TOTAL	11361	29897

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	5591
HIGH SCHOOL 4 YRS	11170
COLLEGE 1 - 3 YEARS	8154
COLLEGE 4 YEARS	2571
COLLEGE 5 YRS +	2411
TOTAL	29897
% HIGH SCHOOL GRADUATES	81.3 %
% COLLEGE GRADUATES	16.7 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	5768	65	668
MARRIED COUPLE W/O CHILDREN	3885	34	238
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	177	0	51
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	265	0	29
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	986	7	87
FEMALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	417	6	26
NON-FAMILY HOUSEHOLD	2287	12	132
TOTAL	13785	124	1229

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	4944	4251
MARRIED	9984	10310
SEPARATED	278	400
WIDOWED	199	958
DIVORCED	713	1423
TOTAL	16118	17342

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	44081
POPULATION IN HOUSEHOLDS	44025
POPULATION IN FAMILIES	40498
POPULATION IN GROUP QUARTERS	56
NUMBER OF HOUSEHOLDS	13785
NUMBER OF FAMILIES	11498
POPULATION PER HOUSEHOLD	3.19
POPULATION PER FAMILY	3.52
NO. OF UNRELATED INDIVIDUALS	1240

XVIII

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92631

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1224	593	631
5- 9	1182	552	630
10-14	1435	747	688
15-19	2760	1300	1460
20-24	5521	2747	2774
25-29	3826	2089	1737
30-34	2073	1221	852
35-44	2690	1392	1298
45-54	2964	1360	1604
55-59	1632	802	830
60-64	1265	655	610
65-74	1243	487	756
75-84	825	263	562
85-UP	311	75	236
TOTAL	28951	14283	14668

POPULATION BY RACE

	NUMBER	%
BLACK	642	2.2
HISPANIC	2418	8.4
AM INDIAN	108	.4
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	392	1.4
CHINESE	210	.7
FILIPINO	163	.6
KOREAN	89	.3
ASIAN INDIAN	149	.5
VIETNAMESE	218	.8
HAWAIIAN	14	.0
GUAMANIAN	42	.1
SAMOAN	0	0.0
BALANCE	24506	84.6
TOTAL	28951	100 0%

GROSS RENT FOR RENTER OCC UNITS

	NO UNITS
UNDER $100	17
$100 - 149	27
150 - 199	104
200 - 249	620
250 - 299	2007
300 - 399	3074
400 - 499	951
500 - UP	373
NO CASH RENT	62
TOTAL	7235
MEDIAN RENT	323

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	273	14	63
$ 5000 - 7499	236	4	57
7500 - 9999	277	6	24
10000 - 14999	866	10	102
15000 - 19999	803	27	69
20000 - 24999	917	17	87
25000 - 34999	1453	6	98
35000 - 49999	1177	4	32
50000 - OVER	871	0	14
TOTAL	6873	88	551
MEDIAN FAM INC	25391	N/A	N/A
MEAN FAM INCOME	30932	N/A	N/A
MEDIAN HH INC	18982	N/A	N/A
MEAN HH INCOME	23835	N/A	N/A
PER CAPITA INC	7343	2210	4486

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	12870
YEAR-ROUND HOUSING UNITS	12870
OCCUPIED HOUSING UNITS	12215
RENTER OCC HOUSING UNITS	7278
OCC UNITS WITH TELEPHONE	11866
OCC UNITS WITH 1 MOTOR VEH	4808
OCC UNITS WITH 2 MOTOR VEH	4212
OCC UNITS W/ 3+ MOTOR VEH	2470
OCC UNITS BUILT BEFORE 1939	439
OCC UNITS BUILT 1940 - 1959	2910
OCC UNITS BUILT 1960 - 1969	4373
OCC UNITS BUILT SINCE 1969	4543

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	3193	20729
SPANISH		
ENGLISH SPOKEN WELL	246	1073
ENG NOT SPOKEN WELL	83	306
OTHER		
ENGLISH SPOKEN WELL	266	1656
ENG NOT SPOKEN WELL	35	140
TOTAL	3823	23904

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	3080
HIGH SCHOOL 4 YRS	6346
COLLEGE 1 - 3 YEARS	7610
COLLEGE 4 YEARS	3248
COLLEGE 5 YRS +	3620
TOTAL	23904
% HIGH SCHOOL GRADUATES	87.1 %
% COLLEGE GRADUATES	28.7 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2172	19	265
MARRIED COUPLE W/O CHILDREN	3617	47	142
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	75	0	29
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	207	4	25
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	388	11	60
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	414	7	30
NON FAMILY HOUSEHOLD	5416	245	285
TOTAL	12289	333	836

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	5140	4296
MARRIED	5986	5896
SEPARATED	240	242
WIDOWED	144	1048
DIVORCED	881	1237
TOTAL	12391	12719

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	28951
POPULATION IN HOUSEHOLDS	27815
POPULATION IN FAMILIES	20080
POPULATION IN GROUP QUARTERS	1136
NUMBER OF HOUSEHOLDS	12289
NUMBER OF FAMILIES	6873
POPULATION PER HOUSEHOLD	2.26
POPULATION PER FAMILY	2.97
NO OF UNRELATED INDIVIDUALS	2319

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92632

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1589	802	787
5- 9	1209	590	619
10-14	1309	590	719
15-19	1578	818	760
20-24	2337	1272	1065
25-29	2269	1195	1074
30-34	1614	895	719
35-44	1698	888	810
45-54	1516	757	759
55-59	799	361	438
60-64	805	346	459
65-74	896	391	505
75-84	651	188	463
85-UP	239	41	198
TOTAL	18487	9132	9355

POPULATION BY RACE

	NUMBER	%
BLACK	488	2.6
HISPANIC	5785	31.3
AM INDIAN	120	.6
ESKIMO	0	0.0
ALEUT	5	.0
JAPANESE	101	.5
CHINESE	55	.3
FILIPINO	82	.4
KOREAN	27	.1
ASIAN INDIAN	11	.1
VIETNAMESE	198	1.1
HAWAIIAN	61	.3
GUAMANIAN	0	0.0
SAMOAN	15	.1
BALANCE	11539	62.4
TOTAL	18487	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	110
$100 - 149	173
150 - 199	234
200 - 249	405
250 - 299	694
300 - 399	1460
400 - 499	475
500 - UP	233
NO CASH RENT	49
TOTAL	3833
MEDIAN RENT	317

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	239	8	90
$ 5000 - 7499	212	8	89
7500 - 9999	241	14	84
10000 - 14999	647	16	225
15000 - 19999	783	20	188
20000 - 24999	752	11	177
25000 - 34999	829	7	281
35000 - 49999	389	9	25
50000 - OVER	250	6	49
TOTAL	4422	97	1178
MEDIAN FAM INC	20817	N/A	N/A
MEAN FAM INCOME	23889	N/A	N/A
MEDIAN HH INC	18013	N/A	N/A
MEAN HH INCOME	20351	N/A	N/A
PER CAPITA INC	5714	3717	4010

XX

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	6990
YEAR-ROUND HOUSING UNITS	6990
OCCUPIED HOUSING UNITS	6759
RENTER OCC HOUSING UNITS	3878
OCC UNITS WITH TELEPHONE	6334
OCC UNITS WITH 1 MOTOR VEH	2515
OCC UNITS WITH 2 MOTOR VEH	2172
OCC UNITS W/ 3+ MOTOR VEH	1397
OCC UNITS BUILT BEFORE 1939	1303
OCC UNITS BUILT 1940 - 1959	2958
OCC UNITS BUILT 1960 - 1969	1525
OCC UNITS BUILT SINCE 1969	973

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	2044	9753
SPANISH:		
ENGLISH SPOKEN WELL	1018	1737
ENG. NOT SPOKEN WELL	189	1220
OTHER:		
ENGLISH SPOKEN WELL	116	686
ENG NOT SPOKEN WELL	34	121
TOTAL	3401	13517

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	4169
HIGH SCHOOL 4 YRS	4159
COLLEGE 1 - 3 YEARS	3234
COLLEGE 4 YEARS	1055
COLLEGE 5 YRS +	900
TOTAL	13517
% HIGH SCHOOL GRADUATES	69.2 %
% COLLEGE GRADUATES	14.5 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	1701	29	695
MARRIED COUPLE W/O CHILDREN	1791	15	213
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	140	22	45
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	164	0	46
FEMALE HOUSEHOLDER NO SPOUSE,W/ CHILDREN	409	31	133
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	217	0	46
NON FAMILY HOUSEHOLD	2371	76	197
TOTAL	6793	173	1375

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	2474	1679
MARRIED	3793	3707
SEPARATED	160	297
WIDOWED	143	887
DIVORCED	580	680
TOTAL	7150	7250

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	18487
POPULATION IN HOUSEHOLDS	18186
POPULATION IN FAMILIES	14771
POPULATION IN GROUP QUARTERS	301
NUMBER OF HOUSEHOLDS	6793
NUMBER OF FAMILIES	4422
POPULATION PER HOUSEHOLD	2.68
POPULATION PER FAMILY	3.34
NO OF UNRELATED INDIVIDUALS	1044

97

98

L282

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92633

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	2402	1200	1202
5- 9	2428	1207	1221
10-14	2750	1440	1310
15-19	3159	1636	1523
20-24	3617	1870	1747
25-29	2975	1472	1503
30-34	2839	1430	1409
35-44	4408	2149	2259
45-54	4081	1948	2133
55-59	2232	1138	1094
60-64	1344	706	638
65-74	1479	649	830
75-84	733	235	498
85-UP	163	34	129
TOTAL	34410	16914	17496

POPULATION BY RACE

	NUMBER	%
BLACK	221	.6
HISPANIC	4723	13.7
AM INDIAN	481	1.4
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	344	1.0
CHINESE	544	1.6
FILIPINO	347	1.0
KOREAN	435	1.3
ASIAN INDIAN	370	1.1
VIETNAMESE	121	.4
HAWAIIAN	51	.1
GUAMANIAN	0	0.0
SAMOAN	24	.1
BALANCE	26749	77.7
TOTAL	34410	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	16
$100 - 149	35
150 - 199	216
200 - 249	535
250 - 299	873
300 - 399	1335
400 - 499	722
500 - UP	482
NO CASH RENT	76
TOTAL	4290
MEDIAN RENT	330

FAMILY INCOME BY RACE & ETHNICITY NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	304	16	71
$ 5000 - 7499	367	0	99
7500 - 9999	357	0	41
10000 - 14999	975	6	172
15000 - 19999	1095	17	115
20000 - 24999	1251	0	152
25000 - 34999	2086	10	221
35000 - 49999	1862	12	160
50000 - OVER	988	0	58
TOTAL	9285	61	1089
MEDIAN FAM INC	26379	N/A	N/A
MEAN FAM INCOME	30041	N/A	N/A
MEDIAN HH INC	23019	N/A	N/A
MEAN HH INCOME	26981	N/A	N/A
PER CAPITA INC	8108	5283	5455

XXI

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	12564
YEAR-ROUND HOUSING UNITS	12552
OCCUPIED HOUSING UNITS	12071
RENTER OCC HOUSING UNITS	4343
OCC UNITS WITH TELEPHONE	11678
OCC UNITS WITH 1 MOTOR VEH	3545
OCC UNITS WITH 2 MOTOR VEH	4902
OCC UNITS W/ 3+ MOTOR VEH	3131
OCC UNITS BUILT BEFORE 1939	260
OCC UNITS BUILT 1940 - 1959	5460
OCC UNITS BUILT 1960 - 1969	3195
OCC UNITS BUILT SINCE 1969	3156

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	5788	20797
SPANISH:		
ENGLISH SPOKEN WELL	646	1545
ENG NOT SPOKEN WELL	77	534
OTHER:		
ENGLISH SPOKEN WELL	480	1773
ENG NOT SPOKEN WELL	77	291
TOTAL	7068	24940

EDUCATIONAL ATTAINMENT PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	5330
HIGH SCHOOL 4 YRS	9530
COLLEGE 1 - 3 YEARS	5847
COLLEGE 4 YEARS	2125
COLLEGE 5 YRS +	2108
TOTAL	24940
% HIGH SCHOOL GRADUATES	78.6 %
% COLLEGE GRADUATES	17.0 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	3883	33	580
MARRIED COUPLE W/O CHILDREN	3917	11	255
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	157	0	39
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	179	0	19
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	746	17	158
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	403	0	38
NON FAMILY HOUSEHOLD	2757	22	129
TOTAL	12042	83	1218

MARITAL STATUS PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	3720	2952
MARRIED	8032	8013
SEPARATED	203	285
WIDOWED	206	1234
DIVORCED	906	1279
TOTAL	13067	13763

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	34410
POPULATION IN HOUSEHOLDS	34283
POPULATION IN FAMILIES	30274
POPULATION IN GROUP QUARTERS	147
NUMBER OF HOUSEHOLDS	12042
NUMBER OF FAMILIES	9285
POPULATION PER HOUSEHOLD	2.85
POPULATION PER FAMILY	3.26
NO. OF UNRELATED INDIVIDUALS	1232

99 Fullerton West 92633 H-11 5-OR L283

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92635

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	868	461	405
5- 9	1185	659	526
10-14	1706	803	903
15-19	2157	1110	1047
20-24	1817	976	841
25-29	1247	633	614
30-34	1330	656	674
35-44	2901	1335	1566
45-54	3163	1569	1594
55-59	1415	707	708
60-64	955	508	447
65-74	865	395	470
75-84	412	147	265
85-UP	271	31	240
TOTAL	20290	9990	10300

POPULATION BY RACE

	NUMBER	%
BLACK	162	.8
HISPANIC	918	4.5
AM INDIAN	110	.5
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	229	1.1
CHINESE	142	.7
FILIPINO	66	.3
KOREAN	88	.4
ASIAN INDIAN	84	.4
VIETNAMESE	26	.1
HAWAIIAN	28	.1
GUAMANIAN	0	0.0
SAMOAN	0	0.0
BALANCE	18437	90.9
TOTAL	20290	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	0
$100 - 149	5
150 - 199	8
200 - 249	52
250 - 299	101
300 - 399	755
400 - 499	301
500 - UP	245
NO CASH RENT	12
TOTAL	1479
MEDIAN RENT	369

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	85	0	0
$ 5000 - 7499	84	0	0
7500 - 9999	100	0	0
10000 - 14999	380	5	48
15000 - 19999	388	0	14
20000 - 24999	501	4	37
25000 - 34999	1194	8	42
35000 - 49999	1349	0	48
50000 - OVER	1487	4	88
TOTAL	5506	19	253
MEDIAN FAM INC	35425	N/A	N/A
MEAN FAM INCOME	43768	N/A	N/A
MEDIAN HH INC	31898	N/A	N/A
MEAN HH INCOME	39418	N/A	N/A
PER CAPITA INC	11876	7109	10409

XXII

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	7120
YEAR-ROUND HOUSING UNITS	7113
OCCUPIED HOUSING UNITS	6862
RENTER OCC HOUSING UNITS	1503
OCC UNITS WITH TELEPHONE	6819
OCC UNITS WITH 1 MOTOR VEH	1401
OCC UNITS WITH 2 MOTOR VEH	3168
OCC UNITS W/ 3+ MOTOR VEH	2197
OCC UNITS BUILT BEFORE 1939	51
OCC UNITS BUILT 1940 - 1959	1395
OCC UNITS BUILT 1960 - 1969	2791
OCC UNITS BUILT SINCE 1969	2625

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	3848	13780
SPANISH		
ENGLISH SPOKEN WELL	144	552
ENG NOT SPOKEN WELL	3	35
OTHER		
ENGLISH SPOKEN WELL	215	752
ENG NOT SPOKEN WELL	0	95
TOTAL	4210	15214

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED		NUMBER
HIGH SCHOOL	3 YRS OR LESS	1538
HIGH SCHOOL	4 YRS	4386
COLLEGE	1 - 3 YEARS	4503
COLLEGE	4 YEARS	2281
COLLEGE	5 YRS +	2506
TOTAL		15214
% HIGH SCHOOL GRADUATES		89.9 %
% COLLEGE GRADUATES		31.5 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2311	14	144
MARRIED COUPLE W/O CHILDREN	2548	0	89
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	29	0	0
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	122	0	4
FEMALE HOUSEHOLDER NO SPOUSE,W/ CHILDREN	265	5	16
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	231	0	0
NON FAMILY HOUSEHOLD	1394	42	51
TOTAL	6900	61	304

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	2454	1929
MARRIED	5007	4977
SEPARATED	113	143
WIDOWED	141	740
DIVORCED	352	677
TOTAL	8067	8466

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	20290
POPULATION IN HOUSEHOLDS	19819
POPULATION IN FAMILIES	17826
POPULATION IN GROUP QUARTERS	471
NUMBER OF HOUSEHOLDS	6900
NUMBER OF FAMILIES	5506
POPULATION PER HOUSEHOLD	2.87
POPULATION PER FAMILY	3.24
NO. OF UNRELATED INDIVIDUALS	599

101 Fullerton North 92635 H-11 6-OR L28

102

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92640

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	2603	1308	1295
5- 9	2415	1222	1193
10-14	2889	1582	1307
15-19	3504	1745	1759
20-24	4201	2224	1977
25-29	3615	1841	1774
30-34	3001	1530	1471
35-44	4225	2026	2199
45-54	4213	1964	2249
55-59	2541	1267	1274
60-64	1702	799	903
65-74	2031	885	1146
75-84	1051	301	750
85-UP	398	49	347
TOTAL	38387	18743	19644

POPULATION BY RACE

	NUMBER	%
BLACK	355	.9
HISPANIC	4155	10.8
AM. INDIAN	368	.9
ESKIMO	7	.0
ALEUT	0	0.0
JAPANESE	308	.8
CHINESE	108	.3
FILIPINO	251	.7
KOREAN	366	1.0
ASIAN INDIAN	42	.1
VIETNAMESE	671	1.7
HAWAIIAN	27	.1
GUAMANIAN	48	.1
SAMOAN	87	.2
BALANCE	31628	82.4
TOTAL	38387	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	131
$100 - 149	115
150 - 199	186
200 - 249	434
250 - 299	982
300 - 399	1968
400 - 499	798
500 - UP	848
NO CASH RENT	82
TOTAL	5300
MEDIAN RENT	338

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	387	18	37
$ 5000 - 7499	421	13	58
7500 - 9999	581	0	32
10000 - 14999	1298	21	131
15000 - 19999	1400	8	140
20000 - 24999	1761	14	154
25000 - 34999	2300	5	204
35000 - 49999	1503	10	65
50000 - OVER	612	0	35
TOTAL	10261	89	856
MEDIAN FAM INC	22677	N/A	N/A
MEAN FAM INCOME	25375	N/A	N/A
MEDIAN HH INC	20412	N/A	N/A
MEAN HH INCOME	22927	N/A	N/A
PER CAPITA INC	8782	3767	4596

XXIII

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	14134
YEAR-ROUND HOUSING UNITS	14107
OCCUPIED HOUSING UNITS	13655
RENTER OCC HOUSING UNITS	5372
OCC UNITS WITH TELEPHONE	13172
OCC UNITS WITH 1 MOTOR VEH	4578
OCC UNITS WITH 2 MOTOR VEH	4787
OCC UNITS W/ 3+ MOTOR VEH	3519
OCC UNITS BUILT BEFORE 1939	198
OCC UNITS BUILT 1940 - 1959	7283
OCC UNITS BUILT 1960 - 1969	3986
OCC UNITS BUILT SINCE 1969	2190

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	6438	24183
SPANISH:		
ENGLISH SPOKEN WELL	384	1756
ENG NOT SPOKEN WELL	61	421
OTHER:		
ENGLISH SPOKEN WELL	401	1787
ENG NOT SPOKEN WELL	58	297
TOTAL	7340	28444

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	7008
HIGH SCHOOL 4 YRS	11673
COLLEGE 1 - 3 YEARS	6447
COLLEGE 4 YEARS	1727
COLLEGE 5 YRS +	1589
TOTAL	28444
% HIGH SCHOOL GRADUATES	75.4 %
% COLLEGE GRADUATES	11.7 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	3962	37	463
MARRIED COUPLE W/O CHILDREN	4259	29	229
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	148	0	8
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	344	0	49
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	921	23	76
FEMALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	627	0	33
NON FAMILY HOUSEHOLD	3633	33	209
TOTAL	13894	122	1065

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	4446	3334
MARRIED	8621	8381
SEPAPATED	347	479
WIDOWED	233	1811
DIVORCED	984	1844
TOTAL	14631	15849

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	38387
POPULATION IN HOUSEHOLDS	37859
POPULATION IN FAMILIES	32529
POPULATION IN GROUP QUARTERS	528
NUMBER OF HOUSEHOLDS	13894
NUMBER OF FAMILIES	10261
POPULATION PER HOUSEHOLD	2.72
POPULATION PER FAMILY	3.17
NO. OF UNRELATED INDIVIDUALS	1897

103 Garden Grove N.E. 92640 J-11 16-OR

L28

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92641

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1426	746	680
5- 9	1410	692	718
10-14	1783	905	878
15-19	2154	1061	1093
20-24	2482	1263	1219
25-29	2264	1192	1072
30-34	1858	948	910
35-44	2725	1283	1442
45-54	3075	1562	1513
55-59	1611	742	869
60-64	1338	550	788
65-74	1546	711	835
75-84	793	242	551
85-UP	257	55	202
TOTAL	24722	11952	12770

POPULATION BY RACE

	NUMBER	%
BLACK	15	.1
HISPANIC	2459	9.9
AM INDIAN	368	1.5
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	202	.8
CHINESE	187	.8
FILIPINO	238	1.0
KOREAN	91	.4
ASIAN INDIAN	0	0.0
VIETNAMESE	266	1.1
HAWAIIAN	113	.5
GUAMANIAN	31	.1
SAMOAN	36	.1
BALANCE	20716	83.8
TOTAL	24722	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	0
$100 - 149	55
150 - 199	145
200 - 249	348
250 - 299	700
300 - 399	1439
400 - 499	464
500 - UP	303
NO CASH RENT	52
TOTAL	3506
MEDIAN RENT	329

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	299	0	53
$ 5000 - 7499	247	0	24
7500 - 9999	357	0	60
10000 - 14999	783	0	63
15000 - 19999	923	0	69
20000 - 24999	914	0	70
25000 - 34999	1877	0	132
35000 - 49999	1042	0	74
50000 - OVER	413	0	10
TOTAL	6855	0	555
MEDIAN FAM INC	23769	N/A	N/A
MEAN FAM INCOME	26052	N/A	N/A
MEDIAN HH INC	20800	N/A	N/A
MEAN HH INCOME	23242	N/A	N/A
PER CAPITA INC	7013	0	4875

XXIV

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	9215
YEAR-ROUND HOUSING UNITS	9212
OCCUPIED HOUSING UNITS	8987
RENTER OCC HOUSING UNITS	3529
OCC UNITS WITH TELEPHONE	8755
OCC UNITS WITH 1 MOTOR VEH	2739
OCC UNITS WITH 2 MOTOR VEH	3244
OCC UNITS W/ 3+ MOTOR VEH	2585
OCC UNITS BUILT BEFORE 1939	94
OCC UNITS BUILT 1940 - 1959	4936
OCC UNITS BUILT 1960 - 1969	2560
OCC UNITS BUILT SINCE 1969	1397

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	4011	16050
SPANISH:		
ENGLISH SPOKEN WELL	242	897
ENG NOT SPOKEN WELL	50	338
OTHER:		
ENGLISH SPOKEN WELL	148	1331
ENG NOT SPOKEN WELL	31	198
TOTAL	4482	18814

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED		NUMBER
HIGH SCHOOL	3 YRS OR LESS	4891
HIGH SCHOOL	4 YRS	7395
COLLEGE	1 - 3 YEARS	4319
COLLEGE	4 YEARS	1092
COLLEGE	5 YRS +	1117
TOTAL		18814
% HIGH SCHOOL GRADUATES		74.0 %
% COLLEGE GRADUATES		11.7 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2416	0	231
MARRIED COUPLE W/O CHILDREN	3145	0	146
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	60	0	5
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	214	0	59
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	459	0	109
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	361	0	5
NON FAMILY HOUSEHOLD	2279	0	103
TOTAL	8934	0	658

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	2829	2221
MARRIED	5782	5713
SEPARATED	206	212
WIDOWED	187	1223
DIVORCED	605	1125
TOTAL	9609	10494

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	24722
POPULATION IN HOUSEHOLDS	24276
POPULATION IN FAMILIES	20944
POPULATION IN GROUP QUARTERS	446
NUMBER OF HOUSEHOLDS	8934
NUMBER OF FAMILIES	6855
POPULATION PER HOUSEHOLD	2.72
POPULATION PER FAMILY	3.15
NO OF UNRELATED INDIVIDUALS	1053

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92643

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	3029	1581	1448
5- 9	2682	1359	1323
10-14	2652	1437	1215
15-19	3086	1537	1549
20-24	3753	1926	1827
25-29	3186	1744	1442
30-34	2718	1231	1487
35-44	3357	1685	1672
45-54	2934	1404	1530
55-59	1330	484	846
60-64	952	435	517
65-74	1333	533	800
75-84	562	169	393
85-UP	230	79	151
TOTAL	31804	15804	16000

POPULATION BY RACE

	NUMBER	%
BLACK	348	1.1
HISPANIC	7755	24.4
AM. INDIAN	353	1.1
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	364	1.1
CHINESE	22	.1
FILIPINO	177	.6
KOREAN	398	1.2
ASIAN INDIAN	18	.1
VIETNAMESE	825	2.6
HAWAIIAN	15	.0
GUAMANIAN	29	.1
SAMOAN	99	.3
BALANCE	21403	67.3
TOTAL	31804	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	14
$100 - 149	88
150 - 199	182
200 - 249	454
250 - 299	1146
300 - 399	1451
400 - 499	639
500 - UP	400
NO CASH RENT	50
TOTAL	4404
MEDIAN RENT	321

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	438	11	141
$ 5000 - 7499	388	0	105
7500 - 9999	434	8	138
10000 - 14999	1268	7	459
15000 - 19999	1182	17	223
20000 - 24999	1083	7	214
25000 - 34999	1974	26	202
35000 - 49999	884	13	73
50000 - OVER	215	5	26
TOTAL	7844	94	1581
MEDIAN FAM INC	20988	N/A	N/A
MEAN FAM INCOME	21978	N/A	N/A
MEDIAN HH INC	19213	N/A	N/A
MEAN HH INCOME	20494	N/A	N/A
PER CAPITA INC	5420	8361	3420

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	10400
YEAR-ROUND HOUSING UNITS	10400
OCCUPIED HOUSING UNITS	10080
RENTER OCC HOUSING UNITS	4484
OCC UNITS WITH TELEPHONE	9300
OCC UNITS WITH 1 MOTOR VEH	3600
OCC UNITS WITH 2 MOTOR VEH	2986
OCC UNITS W/ 3+ MOTOR VEH	2828
OCC UNITS BUILT BEFORE 1939	271
OCC UNITS BUILT 1940 - 1959	4124
OCC UNITS BUILT 1960 - 1969	3505
OCC UNITS BUILT SINCE 1969	2180

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	5039	16088
SPANISH		
ENGLISH SPOKEN WELL	866	2019
ENG NOT SPOKEN WELL	509	2028
OTHER		
ENGLISH SPOKEN WELL	472	1057
ENG NOT SPOKEN WELL	127	572
TOTAL	7013	21762

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	7511
HIGH SCHOOL 4 YRS	8452
COLLEGE 1 - 3 YEARS	4289
COLLEGE 4 YEARS	893
COLLEGE 5 YRS +	617
TOTAL	21762
% HIGH SCHOOL GRADUATES	85.5 %
% COLLEGE GRADUATES	6.9 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	3610	36	855
MARRIED COUPLE W/O CHILDREN	2473	35	236
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	173	5	85
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	364	7	147
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	812	11	149
FEMALE HOUSEHOLDER NO SPOUSE, W/O CHILDREN	412	0	29
NON FAMILY HOUSEHOLD	2190	13	208
TOTAL	10034	107	1709

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	3690	2648
MARRIED	6596	6663
SEPARATED	178	256
WIDOWED	212	1098
DIVORCED	753	1351
TOTAL	11427	12014

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	31804
POPULATION IN HOUSEHOLDS	31401
POPULATION IN FAMILIES	27803
POPULATION IN GROUP QUARTERS	403
NUMBER OF HOUSEHOLDS	10034
NUMBER OF FAMILIES	7844
POPULATION PER HOUSEHOLD	3.13
POPULATION PER FAMILY	3.54
NO. OF UNRELATED INDIVIDUALS	1408

107 Garden Grove South 92643 J-11 16-OR L287

108

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92644

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1128	587	541
5- 9	1069	569	500
10-14	1038	493	545
15-19	1431	720	711
20-24	1963	1006	957
25-29	1751	910	841
30-34	1224	642	582
35-44	1629	788	841
45-54	1785	869	916
55-59	933	465	468
60-64	438	194	244
65-74	606	262	344
75-84	285	104	181
85-UP	103	29	74
TOTAL	15383	7638	7745

POPULATION BY RACE

	NUMBER	%
BLACK	80	.5
HISPANIC	1383	9.0
AM INDIAN	312	2.0
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	190	1.2
CHINESE	57	.4
FILIPINO	158	1.0
KOREAN	163	1.1
ASIAN INDIAN	49	.3
VIETNAMESE	788	5.1
HAWAIIAN	45	.3
GUAMANIAN	8	.1
SAMOAN	0	0.0
BALANCE	12150	79.0
TOTAL	15383	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	8
$100 - 149	7
150 - 199	66
200 - 249	107
250 - 299	404
300 - 399	1354
400 - 499	678
500 - UP	264
NO CASH RENT	7
TOTAL	2895
MEDIAN RENT	362

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	212	0	27
$ 5000 - 7499	150	0	18
7500 - 9999	183	0	4
10000 - 14999	534	0	42
15000 - 19999	555	8	41
20000 - 24999	695	0	53
25000 - 34999	936	0	64
35000 - 49999	507	7	39
50000 - OVER	187	0	27
TOTAL	3959	15	315
MEDIAN FAM INC	22273	N/A	N/A
MEAN FAM INCOME	24008	N/A	N/A
MEDIAN HH INC	20523	N/A	N/A
MEAN HH INCOME	22371	N/A	N/A
PER CAPITA INC	8178	4914	5632

XXVI

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	5896
YEAR-ROUND HOUSING UNITS	5896
OCCUPIED HOUSING UNITS	5666
RENTER OCC HOUSING UNITS	2915
OCC UNITS WITH TELEPHONE	5535
OCC UNITS WITH 1 MOTOR VEH	1956
OCC UNITS WITH 2 MOTOR VEH	2191
OCC UNITS W/ 3+ MOTOR VEH	1302
OCC UNITS BUILT BEFORE 1939	55
OCC UNITS BUILT 1940 - 1959	1715
OCC UNITS BUILT 1960 - 1969	1936
OCC UNITS BUILT SINCE 1969	1960

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	2244	9621
SPANISH:		
ENGLISH SPOKEN WELL	176	509
ENG NOT SPOKEN WELL	7	136
OTHER:		
ENGLISH SPOKEN WELL	279	775
ENG NOT SPOKEN WELL	169	339
TOTAL	2875	11380

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	2629
HIGH SCHOOL 4 YRS	4509
COLLEGE 1 - 3 YEARS	2907
COLLEGE 4 YEARS	709
COLLEGE 5 YRS +	626
TOTAL	11380
% HIGH SCHOOL GRADUATES	76.9 %
% COLLEGE GRADUATES	11.7 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	1481	7	187
MARRIED COUPLE W/O CHILDREN	1731	0	75
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	60	8	7
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	137	0	9
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	341	0	31
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	209	0	6
NON FAMILY HOUSEHOLD	1733	8	89
TOTAL	5692	23	404

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	1885	1402
MARRIED	3329	3297
SEPARATED	199	178
WIDOWED	87	478
DIVORCED	489	804
TOTAL	5989	6159

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	15383
POPULATION IN HOUSEHOLDS	15207
POPULATION IN FAMILIES	12617
POPULATION IN GROUP QUARTERS	176
NUMBER OF HOUSEHOLDS	5692
NUMBER OF FAMILIES	3959
POPULATION PER HOUSEHOLD	2.67
POPULATION PER FAMILY	3.19
NO. OF UNRELATED INDIVIDUALS	857

Garden Grove S.W. 92644 J-10 15-OR

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92645

XVII

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1047	533	514
5- 9	1337	697	640
10-14	1885	975	910
15-19	2403	1271	1132
20-24	1300	717	583
25-29	1122	496	626
30-34	1434	624	810
35-44	3019	1405	1614
45-54	2515	1298	1217
55-59	847	447	400
60-64	575	317	258
65-74	585	254	331
75-84	148	36	112
85-UP	54	6	48
TOTAL	18271	9076	9195

POPULATION BY RACE

	NUMBER	%
BLACK	24	.1
HISPANIC	1261	6.9
AM INDIAN	189	1.0
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	363	2.0
CHINESE	157	.9
FILIPINO	198	1.1
KOREAN	66	.4
ASIAN INDIAN	0	0.0
VIETNAMESE	11	.1
HAWAIIAN	40	.2
GUAMANIAN	0	0.0
SAMOAN	0	0.0
BALANCE	15962	87.4
TOTAL	18271	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO UNITS
UNDER $100	0
$100 - 149	0
150 - 199	0
200 - 249	18
250 - 299	36
300 - 399	190
400 - 499	156
500 - UP	321
NO CASH RENT	6
TOTAL	727
MEDIAN RENT	475

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	111	0	5
$ 5000 - 7499	100	0	0
7500 - 9999	90	0	0
10000 - 14999	342	0	33
15000 - 19999	492	0	49
20000 - 24999	725	0	17
25000 - 34999	1417	0	66
35000 - 49999	1288	0	86
50000 - OVER	458	0	12
TOTAL	5023	0	268
MEDIAN FAM INC	29156	N/A	N/A
MEAN FAM INCOME	30766	N/A	N/A
MEDIAN HH INC	28502	N/A	N/A
MEAN HH INCOME	30049	N/A	N/A
PER CAPITA INC	8458	0	6636

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	5459
YEAR-ROUND HOUSING UNITS	5459
OCCUPIED HOUSING UNITS	5427
RENTER OCC HOUSING UNITS	745
OCC UNITS WITH TELEPHONE	5404
OCC UNITS WITH 1 MOTOR VEH	980
OCC UNITS WITH 2 MOTOR VEH	2328
OCC UNITS W/ 3+ MOTOR VEH	2096
OCC UNITS BUILT BEFORE 1939	0
OCC UNITS BUILT 1940 - 1959	744
OCC UNITS BUILT 1960 - 1969	4174
OCC UNITS BUILT SINCE 1969	509

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	4512	11093
SPANISH:		
ENGLISH SPOKEN WELL	117	402
ENG NOT SPOKEN WELL	0	56
OTHER		
ENGLISH SPOKEN WELL	181	770
ENG NOT SPOKEN WELL	11	82
TOTAL	4821	12403

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	2172
HIGH SCHOOL 4 YRS	5168
COLLEGE 1 - 3 YEARS	3070
COLLEGE 4 YEARS	998
COLLEGE 5 YRS +	995
TOTAL	12403
% HIGH SCHOOL GRADUATES	82.5 %
% COLLEGE GRADUATES	16.1 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2528	0	166
MARRIED COUPLE W/O CHILDREN	1790	0	51
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	52	0	5
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	111	0	14
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	355	0	14
FEMALE HOUSEHOLDER NO SPOUSE, W/O CHILDREN	187	0	38
NON FAMILY HOUSEHOLD	453	0	7
TOTAL	5476	0	295

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	2122	1618
MARRIED	4437	4372
SEPARATED	39	67
WIDOWED	80	437
DIVORCED	193	637
TOTAL	6871	7131

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	18271
POPULATION IN HOUSEHOLDS	18186
POPULATION IN FAMILIES	17450
POPULATION IN GROUP QUARTERS	85
NUMBER OF HOUSEHOLDS	5476
NUMBER OF FAMILIES	5023
POPULATION PER HOUSEHOLD	3.32
POPULATION PER FAMILY	3.47
NO OF UNRELATED INDIVIDUALS	283

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 90631

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	3337	1778	1559
5- 9	3307	1619	1688
10-14	3708	1908	1800
15-19	4858	2437	2421
20-24	5380	2776	2604
25-29	4509	2251	2258
30-34	3440	1744	1696
35-44	5712	2765	2947
45-54	5810	2749	3061
55-59	3077	1425	1652
60-64	2416	1198	1218
65-74	2490	1115	1375
75-84	1374	471	903
85-UP	290	88	202
TOTAL	49706	24322	25384

POPULATION BY RACE

	NUMBER	%
BLACK	198	.4
HISPANIC	10375	20.9
AM. INDIAN	350	.7
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	305	.6
CHINESE	114	.2
FILIPINO	232	.5
KOREAN	96	.2
ASIAN INDIAN	40	.1
VIETNAMESE	60	.1
HAWAIIAN	12	.0
GUAMANIAN	0	0.0
SAMOAN	0	0.0
BALANCE	37924	76 3
TOTAL	49706	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	80
$100 - 149	108
150 - 199	321
200 - 249	791
250 - 299	1559
300 - 399	2846
400 - 499	742
500 - UP	466
NO CASH RENT	117
TOTAL	7030
MEDIAN RENT	317

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	848	0	159
$ 5000 - 7499	405	0	110
7500 - 9999	862	8	130
10000 - 14999	1547	0	388
15000 - 19999	1806	5	400
20000 - 24999	1785	12	327
25000 - 34999	3263	21	550
35000 - 49999	2262	0	228
50000 - OVER	1337	8	61
TOTAL	13497	54	2353
MEDIAN FAM INC	25281	N/A	N/A
MEAN FAM INCOME	28932	N/A	N/A
MEDIAN HH INC	21806	N/A	N/A
MEAN HH INCOME	25583	N/A	N/A
PER CAPITA INC	7856	7378	4968

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	18700
YEAR-ROUND HOUSING UNITS	18695
OCCUPIED HOUSING UNITS	17942
RENTER OCC HOUSING UNITS	7061
OCC UNITS WITH TELEPHONE	17376
OCC UNITS WITH 1 MOTOR VEH	5797
OCC UNITS WITH 2 MOTOR VEH	6408
OCC UNITS W/ 3+ MOTOR VEH	4773
OCC UNITS BUILT BEFORE 1939	682
OCC UNITS BUILT 1940 - 1959	7108
OCC UNITS BUILT 1960 - 1969	6059
OCC UNITS BUILT SINCE 1969	4093

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	8173	29891
SPANISH:		
ENGLISH SPOKEN WELL	1177	3443
ENG NOT SPOKEN WELL	253	1419
OTHER		
ENGLISH SPOKEN WELL	213	1590
ENG NOT SPOKEN WELL	13	197
TOTAL	9829	36540

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	8881
HIGH SCHOOL 4 YRS	13447
COLLEGE 1 - 3 YEARS	8708
COLLEGE 4 YEARS	2936
COLLEGE 5 YRS +	2568
TOTAL	36540
% HIGH SCHOOL GRADUATES	75.7 %
% COLLEGE GRADUATES	15.1 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	5379	27	1381
MARRIED COUPLE W/O CHILDREN	5890	27	419
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	260	0	68
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	332	0	88
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	1022	0	288
FEMALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	614	0	109
NON-FAMILY HOUSEHOLD	4437	33	447
TOTAL	17934	87	2800

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	5611	4421
MARRIED	11718	11712
SEPARATED	268	605
WIDOWED	274	1810
DIVORCED	1148	1789
TOTAL	19019	20337

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	49706
POPULATION IN HOUSEHOLDS	49543
POPULATION IN FAMILIES	43814
POPULATION IN GROUP QUARTERS	163
NUMBER OF HOUSEHOLDS	17934
NUMBER OF FAMILIES	13497
POPULATION PER HOUSEHOLD	2 78
POPULATION PER FAMILY	3 23
NO. OF UNRELATED INDIVIDUALS	1492

XVIII

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 90720

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	1108	558	552
5- 9	1303	590	713
10-14	1681	934	747
15-19	2170	1049	1121
20-24	2060	1065	995
25-29	1414	710	704
30-34	1496	879	817
35-44	2715	1289	1426
45-54	3335	1569	1766
55-59	1741	852	889
60-64	1205	653	552
65-74	1122	480	642
75-84	444	177	267
85-UP	254	80	174
TOTAL	22048	10683	11365

POPULATION BY RACE

	NUMBER	%
BLACK	58	.3
HISPANIC	1688	7.7
AM INDIAN	106	.5
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	186	.8
CHINESE	175	.8
FILIPINO	83	.4
KOREAN	46	.2
ASIAN INDIAN	6	.0
VIETNAMESE	115	.5
HAWAIIAN	5	.0
GUAMANIAN	28	.1
SAMOAN	0	0.0
BALANCE	19554	88.7
TOTAL	22048	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO UNITS
UNDER $100	10
$100 - 149	20
150 - 199	60
200 - 249	233
250 - 299	222
300 - 399	811
400 - 499	569
500 - UP	406
NO CASH RENT	54
TOTAL	2385
MEDIAN RENT	381

FAMILY INCOME BY RACE & ETHNICITY NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	181	0	25
$ 5000 - 7499	178	0	6
7500 - 9999	170	0	11
10000 - 14999	472	0	43
15000 - 19999	628	6	89
20000 - 24999	745	0	36
25000 - 34999	1466	0	60
35000 - 49999	1500	6	63
50000 - OVER	905	0	30
TOTAL	6245	12	353
MEDIAN FAM INC	29268	N/A	N/A
MEAN FAM INCOME	33136	N/A	N/A
MEDIAN HH INC	26894	N/A	N/A
MEAN HH INCOME	30623	N/A	N/A
PER CAPITA INC	9385	5650	6105

XIXX

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	7738
YEAR-ROUND HOUSING UNITS	7738
OCCUPIED HOUSING UNITS	7588
RENTER OCC HOUSING UNITS	2461
OCC UNITS WITH TELEPHONE	7503
OCC UNITS WITH 1 MOTOR VEH	1832
OCC UNITS WITH 2 MOTOR VEH	3291
OCC UNITS W/ 3+ MOTOR VEH	2318
OCC UNITS BUILT BEFORE 1939	103
OCC UNITS BUILT 1940 - 1959	2760
OCC UNITS BUILT 1960 - 1969	3648
OCC UNITS BUILT SINCE 1969	1077

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	4123	14587
SPANISH:		
ENGLISH SPOKEN WELL	89	666
ENG NOT SPOKEN WELL	11	135
OTHER:		
ENGLISH SPOKEN WELL	168	979
ENG NOT SPOKEN WELL	40	142
TOTAL	4431	16509

EDUCATIONAL ATTAINMENT PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	2404
HIGH SCHOOL 4 YRS	5474
COLLEGE 1 - 3 YEARS	4660
COLLEGE 4 YEARS	1893
COLLEGE 5 YRS +	2078
TOTAL	16509
% HIGH SCHOOL GRADUATES	85.4 %
% COLLEGE GRADUATES	24.1 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	2408	12	166
MARRIED COUPLE W/O CHILDREN	2874	0	109
MALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	105	0	8
MALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	132	0	0
FEMALE HOUSEHOLDER, NO SPOUSE, W/ CHILDREN	460	0	42
FEMALE HOUSEHOLDER, NO SPOUSE, W/O CHILDREN	266	0	28
NON FAMILY HOUSEHOLD	1361	8	129
TOTAL	7606	20	482

MARITAL STATUS PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	2538	2038
MARRIED	5364	5435
SEPARATED	119	212
WIDOWED	131	782
DIVORCED	453	888
TOTAL	8603	9353

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	22048
POPULATION IN HOUSEHOLDS	21654
POPULATION IN FAMILIES	19553
POPULATION IN GROUP QUARTERS	394
NUMBER OF HOUSEHOLDS	7606
NUMBER OF FAMILIES	6245
POPULATION PER HOUSEHOLD	2.85
POPULATION PER FAMILY	3.13
NO OF UNRELATED INDIVIDUALS	740

Los Alamitos Possmoo 90720 J-9 14-OR L29E

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92670

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	2354	1255	1099
5- 9	3165	1561	1604
10-14	3692	1960	1732
15-19	4027	1989	2038
20-24	2957	1530	1427
25-29	2378	1158	1220
30-34	3190	1464	1726
35-44	5537	2735	2802
45-54	4318	2181	2137
55-59	1589	815	774
60-64	1138	561	577
65-74	1140	466	674
75-84	421	142	279
85-UP	133	29	104
TOTAL	36039	17846	18193

POPULATION BY RACE

	NUMBER	%
BLACK	465	1.3
HISPANIC	7189	19.9
AM INDIAN	362	1.0
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	447	1.2
CHINESE	288	.8
FILIPINO	134	.4
KOREAN	104	.3
ASIAN INDIAN	108	.3
VIETNAMESE	256	.7
HAWAIIAN	51	.1
GUAMANIAN	0	0.0
SAMOAN	9	.0
BALANCE	26626	73.9
TOTAL	36039	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	23
$100 - 149	117
150 - 199	165
200 - 249	153
250 - 299	370
300 - 399	942
400 - 499	504
500 - UP	549
NO CASH RENT	47
TOTAL	2870
MEDIAN RENT	350

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	249	13	67
$ 5000 - 7499	200	6	74
7500 - 9999	268	13	122
10000 - 14999	858	0	306
15000 - 19999	910	12	241
20000 - 24999	1191	23	244
25000 - 34999	2482	26	299
35000 - 49999	2136	16	158
50000 - OVER	1110	14	40
TOTAL	9404	123	1551
MEDIAN FAM INC	28658	N/A	N/A
MEAN FAM INCOME	30848	N/A	N/A
MEDIAN HH INC	26960	N/A	N/A
MEAN HH INCOME	29141	N/A	N/A
PER CAPITA INC	8049	7006	4542

XXX

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	11718
YEAR-ROUND HOUSING UNITS	11718
OCCUPIED HOUSING UNITS	11128
RENTER OCC HOUSING UNITS	2931
OCC UNITS WITH TELEPHONE	10908
OCC UNITS WITH 1 MOTOR VEH	2592
OCC UNITS WITH 2 MOTOR VEH	4882
OCC UNITS W/ 3+ MOTOR VEH	3322
OCC UNITS BUILT BEFORE 1939	473
OCC UNITS BUILT 1940 - 1959	1112
OCC UNITS BUILT 1960 - 1969	4632
OCC UNITS BUILT SINCE 1969	4911

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	7650	18990
SPANISH:		
ENGLISH SPOKEN WELL	1197	2628
ENG NOT SPOKEN WELL	168	1162
OTHER		
ENGLISH SPOKEN WELL	271	1309
ENG NOT SPOKEN WELL	89	221
TOTAL	9375	24310

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	4648
HIGH SCHOOL 4 YRS	7963
COLLEGE 1 - 3 YEARS	6436
COLLEGE 4 YEARS	2629
COLLEGE 5 YRS +	2634
TOTAL	24310
% HIGH SCHOOL GRADUATES	80.9 %
% COLLEGE GRADUATES	21.6 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	4951	69	974
MARRIED COUPLE W/O CHILDREN	3196	15	333
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	119	0	25
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	195	0	20
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	579	34	127
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	364	5	72
NON FAMILY HOUSEHOLD	1748	22	198
TOTAL	11152	145	1749

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	3852	3282
MARRIED	8409	8392
SEPARATED	143	263
WIDOWED	61	799
DIVORCED	605	1022
TOTAL	13070	13758

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	36039
POPULATION IN HOUSEHOLDS	36008
POPULATION IN FAMILIES	33201
POPULATION IN GROUP QUARTERS	31
NUMBER OF HOUSEHOLDS	11152
NUMBER OF FAMILIES	9404
POPULATION PER HOUSEHOLD	3.23
POPULATION PER FAMILY	3.53
NO OF UNRELATED INDIVIDUALS	1059

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 90740

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	533	257	276
5- 9	763	425	338
10-14	1173	663	510
15-19	1196	607	589
20-24	1426	754	672
25-29	1543	831	712
30-34	1507	823	684
35-44	2415	1262	1153
45-54	1889	1009	880
55-59	1171	548	623
60-64	1079	448	631
65-74	3439	1059	2380
75-84	4073	1210	2863
85-UP	1406	453	953
TOTAL	23613	10349	13264

POPULATION BY RACE

	NUMBER	%
BLACK	212	.9
HISPANIC	774	3.3
AM INDIAN	64	.3
ESKIMO	0	0.0
ALEUT	1	.0
JAPANESE	246	1.1
CHINESE	168	.7
FILIPIÑO	39	.2
KOREAN	22	.1
ASIAN INDIAN	118	.5
VIETNAMESE	20	.1
HAWAIIAN	16	.1
GUAMANIAN	4	.0
SAMOAN	0	0.0
BALANCE	21929	92.9
TOTAL	23613	100.0%

GROSS RENT FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	11
$100 - 149	34
150 - 199	304
200 - 249	231
250 - 299	337
300 - 399	711
400 - 499	668
500 - UP	739
NO CASH RENT	82
TOTAL	3117
MEDIAN RENT	384

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	127	0	5
$ 5000 - 7499	281	0	15
7500 - 9999	335	0	8
10000 - 14999	1007	0	22
15000 - 19999	690	7	4
20000 - 24999	669	0	19
25000 - 34999	1124	0	32
35000 - 49999	1004	7	52
50000 - OVER	690	24	11
TOTAL	5927	38	168
MEDIAN FAM INC	23690	N/A	N/A
MEAN FAM INCOME	27789	N/A	N/A
MEDIAN HH INC	14713	N/A	N/A
MEAN HH INCOME	20560	N/A	N/A
PER CAPITA INC	6975	9243	6014

XXXI

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	12925
YEAR-ROUND HOUSING UNITS	12902
OCCUPIED HOUSING UNITS	12473
RENTER OCC HOUSING UNITS	3199
OCC UNITS WITH TELEPHONE	12308
OCC UNITS WITH 1 MOTOR VEH	5508
OCC UNITS WITH 2 MOTOR VEH	2936
OCC UNITS W/ 3+ MOTOR VEH	1808
OCC UNITS BUILT BEFORE 1939	438
OCC UNITS BUILT 1940 - 1959	2111
OCC UNITS BUILT 1960 - 1969	8249
OCC UNITS BUILT SINCE 1969	1675

LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	2491	18679
SPANISH:		
ENGLISH SPOKEN WELL	100	428
ENG NOT SPOKEN WELL	0	27
OTHER		
ENGLISH SPOKEN WELL	99	1178
ENG NOT SPOKEN WELL	0	78
TOTAL	2690	20390

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED		NUMBER
HIGH SCHOOL	3 YRS OR LESS	4268
HIGH SCHOOL	4 YRS	5948
COLLEGE	1 - 3 YEARS	5050
COLLEGE	4 YEARS	2374
COLLEGE	5 YRS +	2750
TOTAL		20390
% HIGH SCHOOL GRADUATES		79.1 %
% COLLEGE GRADUATES		25.1 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	1394	32	63
MARRIED COUPLE W/O CHILDREN	3658	6	60
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	59	0	0
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	136	0	7
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	296	0	26
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	384	0	10
NON-FAMILY HOUSEHOLD	6570	44	136
TOTAL	12497	82	302

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	2453	1979
MARRIED	5145	5111
SEPARATED	175	116
WIDOWED	459	3827
DIVORCED	772	1107
TOTAL	9004	12140

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	23613
POPULATION IN HOUSEHOLDS	23445
POPULATION IN FAMILIES	15652
POPULATION IN GROUP QUARTERS	168
NUMBER OF HOUSEHOLDS	12497
NUMBER OF FAMILIES	5927
POPULATION PER HOUSEHOLD	1.88
POPULATION PER FAMILY	2.64
NO. OF UNRELATED INDIVIDUALS	1223

Seal Beach 90740 J-9

19-OR

L32

SUMMARY OF KEY 1980 CENSUS DATA BY ZIP CODES

ZIP CODE 92686

POPULATION BY AGE & SEX

	TOTAL	MALE	FEMALE
0- 4	2389	1216	1173
5- 9	2799	1415	1384
10-14	3481	1749	1732
15-19	3163	1644	1519
20-24	2176	1104	1072
25-29	2552	1252	1300
30-34	3401	1499	1902
35-44	5396	2706	2690
45-54	3290	1699	1591
55-59	1300	725	575
60-64	727	353	374
65-74	810	379	431
75-84	347	121	226
85-UP	81	10	71
TOTAL	31912	15872	16040

POPULATION BY RACE

	NUMBER	%
BLACK	138	.4
HISPANIC	2590	8.1
AM. INDIAN	239	.7
ESKIMO	0	0.0
ALEUT	0	0.0
JAPANESE	380	1.2
CHINESE	130	.4
FILIPINO	208	.7
KOREAN	113	.4
ASIAN INDIAN	153	.5
VIETNAMESE	56	.2
HAWAIIAN	31	.1
GUAMANIAN	18	.1
SAMOAN	0	0.0
BALANCE	27856	87.3
TOTAL	31912	100.0%

GROSS RENT
FOR RENTER OCC UNITS

	NO. UNITS
UNDER $100	9
$100 - 149	24
150 - 199	30
200 - 249	64
250 - 299	49
300 - 399	377
400 - 499	276
500 - UP	568
NO CASH RENT	27
TOTAL	1424
MEDIAN RENT	453

FAMILY INCOME BY RACE & ETHNICITY
NO. FAMILIES BY INCOME BRACKET

	ALL	BLACK	HISPANIC
LESS THAN $5000	98	0	0
$ 5000 - 7499	161	0	17
7500 - 9999	182	0	15
10000 - 14999	507	0	21
15000 - 19999	694	6	39
20000 - 24999	1033	13	82
25000 - 34999	2205	24	184
35000 - 49999	2329	0	160
50000 - OVER	1415	0	66
TOTAL	8624	43	584
MEDIAN FAM INC	31901	N/A	N/A
MEAN FAM INCOME	35059	N/A	N/A
MEDIAN HH INC	30578	N/A	N/A
MEAN HH INCOME	33790	N/A	N/A
PER CAPITA INC	9474	8220	7259

HOUSING UNIT INFORMATION

TOTAL ALL HOUSING UNITS	10214
YEAR-ROUND HOUSING UNITS	10214
OCCUPIED HOUSING UNITS	9828
RENTER OCC HOUSING UNITS	1463
OCC UNITS WITH TELEPHONE	9750
OCC UNITS WITH 1 MOTOR VEH	169
OCC UNITS WITH 2 MOTOR VEH	4383
OCC UNITS W/ 3+ MOTOR VEH	3637
OCC UNITS BUILT BEFORE 1939	235
OCC UNITS BUILT 1940 - 1959	527
OCC UNITS BUILT 1960 - 1969	3138
OCC UNITS BUILT SINCE 1969	5928

LANGUAGE SPOKEN AT HOME
AND ABILITY TO SPEAK ENGLISH

	5-17 YRS	18 YRS+
ENGLISH	7786	18922
SPANISH:		
ENGLISH SPOKEN WELL	321	951
ENG NOT SPOKEN WELL	24	84
OTHER:		
ENGLISH SPOKEN WELL	216	1098
ENG NOT SPOKEN WELL	34	87
TOTAL	8381	21142

EDUCATIONAL ATTAINMENT
PERSONS 18 YRS & OVER

SCHOOL COMPLETED	NUMBER
HIGH SCHOOL 3 YRS OR LESS	2349
HIGH SCHOOL 4 YRS	6708
COLLEGE 1 - 3 YEARS	6608
COLLEGE 4 YEARS	2814
COLLEGE 5 YRS +	2663
TOTAL	21142
% HIGH SCHOOL GRADUATES	88.9 %
% COLLEGE GRADUATES	25.9 %

HOUSEHOLD TYPE

	NUMBER OF HOUSEHOLDS		
	TOTAL	BLACK	HISP
MARRIED COUPLE WITH CHILDREN	4739	16	385
MARRIED COUPLE W/O CHILDREN	2862	6	112
MALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	67	0	0
MALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	85	8	17
FEMALE HOUSEHOLDER,NO SPOUSE,W/ CHILDREN	620	13	38
FEMALE HOUSEHOLDER,NO SPOUSE,W/O CHILDREN	251	0	32
NON FAMILY HOUSEHOLD	1215	7	42
TOTAL	9839	50	626

MARITAL STATUS
PERSONS 15 YRS +

	MALE	FEMALE
SINGLE	3084	2407
MARRIED	7714	7661
SEPARATED	115	224
WIDOWED	91	523
DIVORCED	488	936
TOTAL	11492	11751

HOUSEHOLDS & FAMILIES

TOTAL POPULATION	31912
POPULATION IN HOUSEHOLDS	31887
POPULATION IN FAMILIES	29889
POPULATION IN GROUP QUARTERS	25
NUMBER OF HOUSEHOLDS	9839
NUMBER OF FAMILIES	8624
POPULATION PER HOUSEHOLD	3.24
POPULATION PER FAMILY	3.47
NO. OF UNRELATED INDIVIDUALS	783

BIBLIOGRAPHY

Bezhold, I., Anticipatory Democracy, Random House, New York, 1974

Bundy, R., Images of the Future, Prometheus Books, Buffalo, New York, 1976

Bureau of Census State and Metropolitan Area Census Book, United States Government Printing Office, 1982

Census Bureau Statistical Abstract of the United States, United States Government Printing Office, 1983

Cetron and O'Toole, Encounters with the Future, McGraw Hill Book Company, New York, 1982

Dickson, T., The Future File, Rawson Associates, New York, 1976

Galbraith, J. K., Economics and Public Purpose, Harvard University Press, 1981

Harmon, L., An Incomplete Guide to the Future, San Francisco Book Company, San Francisco, 1976

Kahn, G., The Next 200 Years, William Morrow Company, New York, 1976

Lesko, M., Information U.S.A., Viking Press, New York, 1983

Naisbett, J., Megatrends, Warner Books, New York, 1982

Office of Technology Assessment, Informational Technology and Its Impact on American Education, United States Government Printing Office, 1982

Orange County Information Center, "Orange County Progress Report"

Papert, S., Mindstorms, Harper, New York, 1980

Pawley, W., The Private Future, Random House, New York, 1974

Southern California Association of Governments, "Growth Forecast Policy"

Thompson, R. L., Darkness and Scattered Light, Anchor Books, New York, 1978

Toffler, A., Future Shock, Random House, New York, 1970

Toffler, A., Previews and Premises, Bantam Books, New York, 1983

Toffler, A., The Third Wave, William Morrow and Company, New York, 1980

Walker, D. G., "Planning for Retrenchment in Community Colleges"

Wilson, E., (ed), Prospects for Growth, Prager Publishers, New York, 1977

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
MAR 28 1986